Thesis

MOTIVATION OF SENIOR HIGH SCHOOL PUPILS IN WRITTEN COMPOSITION

by

CALVIN J. WIER

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Master's Paper

MOTIVATION OF SENIOR HIGH SCHOOL PUPILS IN WRITTEN COMPOSITION: A REVIEW OF EDUCATIONAL LITERATURE FROM 1937 TO 1947

Submitted by

Calvin J. Wier
(A.B., Lane, 1936)

In partial fulfillment of requirements for

the degree of Master of Arts

1948

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Roy O. Billett

FIRST READER: Roy O. Billett, Professor of Education

Frank L Steeves

SECOND READER: Frank L. Steeves, Instructor in Education

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CHAPTER I

THE PROBLEM AND BACKGROUND OF STUDY

Purpose of study.-- This study is a review of educational literature written since 1937 on written composition at the senior high school level. It attempts to achieve a threefold purpose: (1) to determine what topics of written composition are included in and suggested for English classes in senior high school; (2) to determine the methods and devices of motivation that are advocated for and used in senior-high-school classes in written composition; and (3) to draw up a master list of topics on motivation that English teachers may use to help stimulate senior-high-school pupils to write.

Scope and limitations of study.-- This study reviews theses and articles written since 1937 on written composition at the senior-high-school level. It reviews (by annotation) also high-school English textbooks, courses of study, and reference books written since 1937. Data from these sources are used in drawing up a master list of motivating devices English teachers may use to stimulate senior-high-school pupils to write.

Definition of terms.-- To establish common agreement in this study on the meaning of senior-high-school and motivation, both are defined. Also, for the same purpose, the special limitations of motivation and motivated are explained.

As used in this study, senior high school refers to grades ten, eleven, and twelve. Senior high schools whose curricula include grades nine through twelve are designated here as four-year high schools.

Motivation, for the purpose of this study, describes a plan, method, or device that stimulates a pupil to direct his behavior toward goals that are educationally and socially desirable and acceptable.

Educational literature reveals that motivation and motivated can be used in many contextual relationships. Cook,[1] for example, in an article on "Writing in Terms of the Individual", uses the phrase "motivation of writing;" Kingsley,[2] in explaining the advantages of motivation in the classroom, describes "the well-motivated learner." Mirrielees,[3] in outlining types of assignments for pupils in high school English, uses the term "motivated work."

1/ Cook, L. B., "Writing in Terms of the Individual." The English Journal (April, 1945) 34:197.

2/ Kingsley, H. L., The Nature of and Condition of Learning, p. 89.

3/ Mirrielees, L. B., Teaching Composition and Literature in Junior and Senior High School, p. 294.

But to use motivation and motivated in this study in two or three different relationships may give rise to confusion. Thus, at the expense of being repetitious, motivation and motivated apply in this study only to pupils, groups, and classes. Because pupils may behave in a manner not approved by the teacher or society, these terms will apply only to pupils whose pattern of action tends toward desired results.

Interest in and need for study.-- Comments from authorities on psychology, secondary education, and secondary school English seem to show that there is an interest in and a need for a study on motivating senior-high-school pupils to write. The high school classroom also, including reports and attitudes of teachers and pupils, gives evidence in support of the general interest in a study of this kind.

Motivation of pupils in all subject matter fields.-- Stating the psychologist's viewpoint, Kingsley[1] gives the value of motivating pupils in all subject matter fields. He writes: "Much poor work in school is due, not to lack of ability, but to the lack of application of effort because of insufficient motivation."

Another statement on the value of motivation in all classes comes from Umstattd,[2] who represents one viewpoint of authorities in secondary education. He states: "Many difficulties result because of the teacher's inability to motivate the classroom."

1/ Kingsley, H. L., op. cit., p. 190.

2/ Umstattd, J. C., Secondary School Teaching, p. 108.

Status of instruction in high-school English.-- The status of instruction in high school written composition reflects the need for a study on motivating the writing class in the senior high school. The status of instruction in this phase of English is presented both by Mirrielees[1] and Whipple.[2] Admitting first that much of the written composition work in high school is excellent, Mirrielees describes composition instruction in high school in these words:[3]

> Perfunctory writing by the pupils, hasty, ill-planned assignments by the teacher, preoccupation of both teachers and pupils with matter of form rather than worth-while contents are not the exception -- but with outstanding exceptions -- the rule. And these undesirable conditions exist in schools where the same teachers who present composition poorly, often illogically, are skillfully planned, intelligently presented courses in literature. Literature can, to a certain extent, be counted upon to teach itself; composition, as you (the beginning teacher) will learn later, must be taught.

In explaining the status of instruction in high-school written composition, Whipple states the need for a plan teachers may use in helping pupils to write. He writes:[4]

> If the work in high school composition is ever to become more definite and more objective so that pupils will know what they are about instead of vaguely wondering what is expected of them, some plan which will point out the way step by step to successful teaching of composition, which offers detailed and definite information

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1/ Mirrielees, L. B., op. cit., pp. 294-5.

2/ Whipple, A. A., "Teaching Composition", High School Journal, (March, 1946) 29:88.

3/ Mirrielees, L. B., op. cit., pp. 294-5.

4/ Whipple, A. A., op. cit., p. 88.

> together with helpful suggestions and specific teaching devices, and which will be complete enough so that it can be adopted by the teacher of average intelligence to fit the needs of his particular classroom situation and enable him to build up a practical teaching technique.

It is hoped that this study will meet part of the need so urgently stressed by Whipple.

The status of research on written composition.-- The paucity of research on written composition at the senior-high-school level is another reason this study should be made. Probably, no one has more succinctly expressed the lack of studies in this field than Smith, who writes:[1]

> After reviewing the research in progress in American schools within the last three years, one is impressed by the comparative dearth of significant studies of composition, grammar and usage at the senior high school level.

Reports from the classroom show the need for this study.-- The next two quotations illustrate the interest of high school teachers in stimulating pupils to write. The first is a comment from Minton,[2] who believes teachers, at times, have overrated the psychological factor of motivation in composition classes. He states: "Its overemphasis has often led to a disregard of other psychological factors in learning....."

1/ Smith, D. V., "The Contributions of Research to Teaching and Curriculum Making in English." The English Journal (April, 1938) 27:305.

2/ Minton, A., "Design for Composition." The English Journal (February, 1941) 30:136.

Barnes,[1] the second teacher quoted here, suggests a way to make written composition interesting to the teacher and pupils. Explaining the boredom in the typical high-school English class, caused by the teacher's assigning themes from the text,[2] Barnes states:

> Yet, he [the teacher] could make the teaching of composition the most exciting subject in school. How? By studying and learning the interests of the particular age he is teaching, he could, by talking with his pupils, discover subjects about which their ideas differ.

The attitude of high-school pupils toward written composition.[3] -- Mirrielees' findings on the attitude of high school pupils toward written composition is presented here as the last reference supporting the need of this study. Using the questionnaire method to determine the preference of high-school pupils of Oakland, California for their school subjects, Mirrielees found that written composition was the most disliked subject studied by the 1700 high-school pupils who took part in the survey.

If what Mirrielees found to be true in Oakland is at all typical of the attitude of pupils in other high schools throughout the country, then, the facts point clearly to the need for a study on written composition at the senior high school level - to a need for devices that will make a pupil

1/ Barnes, R. M., "An Approach to Composition in the High School". The English Journal (October, 1946) 35:483.

2/ Ibid., p. 483

3/ Mirrielees, L. B., op. cit., p. 270.

enjoy one of the phases of English that should teach skills and abilities that will function later in his business, personal, and social life.

Restatement of the purpose.-- Comments of authorities, the statements of high school teachers of English, and Mirrielees' findings on the attitude of high school pupils toward written composition - all seem to show a definite need for and an interest in a study on motivating senior-high-school pupils to write. Using these, then, as a starting point, this study attempts to do three things: (1) to determine what topics are included in and suggested for written composition classes in senior high school; (2) to determine the methods and devices of motivation that are advocated for and used in senior-high-school classes in written composition; and (3) to draw up a master list of topics on motivation that English teachers may use to help stimulate senior-high-school pupils to write.

CHAPTER II

A REVIEW OF THESES AND ARTICLES

Scope and purpose of the chapter.-- In this chapter, theses and articles written since 1937, and dealing with written composition, are reviewed to show what writing activities are used in the senior-high-school English class, and to show what methods are suggested for and used in motivating these classes to write.

1. THESES

Smith's Thesis Reviewed

Purpose of Smith's study.-- Smith[1] studied the tenth grade of the Central High School, Lonaconing, Maryland, during each second semester of the school years 1934-1935 and 1935-1936, to determine whether the journalistic method of teaching English usage was superior to the traditional method in which pupils studied grammar, punctuation, capitalization, and spelling.

Scope of study.-- The number of pupils included in Smith's study totaled one hundred and twenty-three. Of this number, fifty-seven were enrolled in the 1934-1935 tenth grade. Thirty-eight were enrolled in journalism, and nineteen in English

1/ Smith, M. W., A Study of the Teaching of English Composition by the Journalistic Method and a Comparison with the Usual Textbook Composition Assignment. Master's Thesis, Maryland, 1937.

composition.

In 1935-1936, there were sixty-six tenth grade pupils at Central High School in Lonaconing. Of this number, forty-seven were enrolled in journalism, and nineteen in English composition. Each year the journalism class was designated the experimental group, and the composition class the control group.

Procedure.-- The enrollment in each group was determined by the choice of the pupils. Yet tests were administered to measure certain qualifications of each pupil. The intelligence quotient of each pupil was determined by the Otis Self Administering Test of Mental Ability, Higher Examination, Form A. Prior achievement in English was measured by Pressey's Diagnostic Tests in English Composition, Form I, and the Hudelson Composition Scale.

Although the same teacher conducted each class, teaching methods and textbooks differed for each. Textbooks used by the control class included Tanner's Composition and Rhetoric and Webster's Daily Drill for Better English. Otto and Marye's Journalism for High School was the textbook of the experimental class. This class used also the Columbia Scholastic Press Association style book.

Teaching methods of the control group involved frequent drill and tests on English usage. Class projects included the following: writing letters,[1] poems, autobiographies, and outlining. Relating the class exercises to the life experience of the pupils was the method used to motivate the group.

In contrast to the control class, the class in journalism received no drills or tests on English usage. However, errors commonly made by all were discussed during the class period by the teacher. Pupils also had the privilege to present errors peculiar to individual class members in the after school conference period.

Writing was the main activity of the journalism class. This class did an average of three written assignments per week, which included the following: writing news stories, editorials, feature stories, headlines, and editing copy. Pupils were motivated by their desire for publication and by their desire to become staff members of the school paper.

In June of each year, the achievement of each pupil was measured by Pressey's Diagnostic Tests in Composition, Form 2, and by the Hudelson Composition Scale. Scores made on these tests were equated, and each individual score was expressed in terms of percentages of the mean of the class. These final scores were compared with predicted scores, based on the regression equation derived from scores made by pupils on these

1/ Where letter writing is used in this paper without designating type, it will be construed to mean both social and business letters.

same tests at the beginning of each experiment semester.

Due to the small number participating in this experiment, and to the differences in the number of pupils per class, statistical data were calculated from the combined scores of the one hundred and twenty-three pupils.

Findings.-- Statistical tabulation of the facts in Smith's study revealed these findings:

1. For the 1934-1935 experimental class, the mean difference between predicted and actual final scores was 1.37. For the control group, it was 3.29.

2. For the 1935-1936 experimental class, the mean difference between predicted and actual final scores was 1.16. For the control class, it was 2.28.

It can be seen from these findings that during both years the experimental class did better than what had been predicted, and the control class did worse.

Conclusion.-- From this study Smith[1] concludes:

> It may be said that the result of this experiment, so far as it has been carried, indicates that the teaching of English composition by the journalistic method will make for greater improvement in English ability than instruction by the customary classroom procedure.

Comment on Smith's study.-- It seems probably true that Smith's experiment was conducted with too small a group to be used as a means of determining whether the journalistic method of teaching English composition would prove superior to the

1/ Smith, M. W., op. cit., p. 23.

traditional method with a larger group, or in other school systems. Too, besides the difference in the two methods, two other important variables were operative: (1) the difference in textbooks used by the two classes, and (2) the differences in the means of motivation. It is likely that these factors are reflected in the results.

Considering the limitations of the experiment, it may be said that Smith has made a study in an area in which there is a need for more and wider experimentation.

Summary of composition topics and methods of motivation.-- These topics of composition are included in Smith's study:

1. Social letters
2. Business letters
3. Creative writing
4. Autobiography
5. Outlines
6. Projects in journalism writing, including:
   a. Writing news stories
   b. Writing editorials
   c. Writing feature stories
   d. Writing headlines
   e. Editing copy

The following methods of motivation were used in Smith's experiment:

1. Class exercises were related to the life experiences of the pupils.

2. Appeals were made to the pupils' desire to succeed by:

   a. Having pupils write for publication;

   b. Giving pupils an opportunity to become members of the school paper staff.

Huntimer's Thesis Reviewed

Nature and scope of study.-- In 1937, Huntimer[1] investigated the English program of twenty-five schools in eleven states. At the time of Huntimer's study, each school was participating in the eight-year experiment conducted by the Progressive Education Association. Of the programs investigated seventeen specified writing activities in grades ten, eleven, and twelve. These schools and their activities in composition classes are listed below.

Writing activities of seventeen experimental schools.--

1. Eagle Rock High School, Los Angeles, California. In this school creative writing and journalism were studied in grades ten through twelve.

2. New Trier Township High School, Winnetka, Illinois. Composition was studied in the eleventh grade. Themes were based on the occupational interests of the pupils.

3. Germantown Friends' School, Germantown, Pennsylvania. In this school writing activities were concentrated in the twelfth grade. They included the following: precis, poems, book reports, and essays based on the interests of pupils.

4. Francis Parker School, Chicago, Illinois. In this school English composition was studied in grades ten and eleven. Themes were based on the social studies.

1/ Huntimer, M. C., Some Characteristics of English Work in 25 Secondary Experimental Schools. Master's Thesis, Ohio, 1937.

5. University of Chicago High School, Chicago, Illinois. At this school written composition was studied in grades ten through twelve. Themes required were correlated with all subject matter fields, especially with literature, history, and science.

6. Lincoln School, New York City. In the Lincoln School written composition was studied in the twelfth grade. Compositional activities included creative writing, play writing, and editorial writing.

7. Dalton School, New York City. At Dalton, English composition was offered in the tenth grade. Activities of composition included themes based on social science and themes based on pupils' interests.

8. Beaver Country Day School, Chestnut Hill, Massachusetts. At this school composition was offered in grades ten and eleven. In both, themes were based on the experience of the pupils and on history.

9. George School, George, Pennsylvania. At this school written composition was studied in grades ten, eleven, and twelve. Expositions were written by the tenth grade; imaginative writing was done by the eleventh grade, and the senior essay was written by the twelfth grade pupils.

10. The John Burrough's School, Clayton, Missouri. This school offered written composition in grades ten and eleven. Tenth grade pupils wrote reports on drama. Eleventh grade pupils gave their time to organizing material for the long

theme.

11. Cheltenham High School, Elkins Park, Pennsylvania. At this school, written composition was offered in each senior high school grade. Tenth grade pupils kept diaries and wrote research papers. Eleventh and twelfth grade pupils also wrote research papers.

12. Wisconsin High School, Madison, Wisconsin. At this school, writing activities extended over grades ten through twelve. These activities were included in grade ten: paragraph writing, outlining, note taking, letter writing, writing book chats, writing plays, poems, and short stories. Theme writing was taken up in grade eleven. In the twelfth grade, these writing activities were included: essays, narratives, and descriptions.

13. Radnor High School, Wayne, Pennsylvania. In this school, written composition was studied in grades ten, eleven, and twelve. For the tenth grade, these writing activities were included: letters, narratives, descriptions, and poems. These were included for the eleventh grade: letters, expositions, and plays. For the twelfth grade, the activities were included as follows: letters, precis, and exercises on argumentation.

14. Winsor School, Boston, Massachusetts. In this school, written composition was studied in grade ten. Class exercises included imaginative and practical writing.

15. Tower High School, Wilmington, Delaware. Eleventh and twelfth grade pupils studied written composition at this school. Writing activities included the following: exposition, imaginative writing, and themes based on pupils' interests.

16. University High School, Oakland, California. In this school, written composition was offered in grades eleven and twelve. Themes based on history and literature were written in the eleventh grade. Research papers were written in grade twelve.

17. Fieldston School, New York City. At this school, all senior high school pupils studied written composition. The paragraph was written in grade ten; imaginative writing was done in grade eleven; and essays and book reports were written in grade twelve.

Summary of topics of composition presented in Huntimer's study.-- These activities are found in Huntimer's study:

1. Creative writing
   a. Plays
   b. Short stories
   c. Poems
   d. Narratives
   e. Descriptions
2. Journalism - editorial writing
3. Explanation
4. Argumentation
5. Themes
   a. Themes based on occupational interests of pupils
   b. Themes based on general interests of pupils
   c. Themes based on the social studies
   d. Themes based on social science
   e. Themes correlated with all subject matter fields, especially with history, literature, and science.

f. Themes based on experience
g. Themes based on history
h. Themes - essays written by seniors
i. Themes based on research

6. Social letters
7. Business letters
8. Paragraphs
9. Note taking
10. Precis
11. Reports
12. Book chats
13. Diaries
14. Outlines

Summary of devices of motivation from Huntimer's study.-- Huntimer does not discuss the methods used in these seventeen schools to motivate pupils to write. Writing activities listed, however, suggest these methods:

1. Appealing to pupils through their life interests
2. Stimulating pupils by relating the work in composition to their in-and-out-of-school experiences.

Johnson's Thesis Reviewed [1]

Purpose of study.-- Johnson studied methods of motivation reported in The English Journal for a ten-year period, 1929 to 1939, to achieve a fourfold purpose: (1) to collect and classify specific techniques of motivating learning activities in English; (2) to suggest methods of applying the most desirable techniques of motivating classes in English composition, literature, and grammar; (3) to tabulate, in the order of frequency of mention, techniques of motivation in English composition, literature, and grammar; and (4) to present a bibliography of other sources of motivation.

Scope of study.-- Data used in Johnson's study came from reports on methods of motivation found in The English Journal from September, 1929, Volume 18, to June 1939, Volume 28.

Dodderer's criteria for selecting techniques of motivation in mathematics was used by Johnson in classifying techniques of motivation in English. Techniques in these areas of English were classified: written composition, literature, and grammar.

To facilitate the handling of data, Johnson grouped all motivating devices found in The English Journal under these four topics: (1) teaching methods, (2) pupils' interests,

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1/ Johnson, M. L., An Analysis and Classification of Specific Devices for the Motivation of Learning Activities in English. Master's Thesis, Nebraska, 1940.

(3) testing, and (4) miscellaneous. Johnson further classified the data under subhead of the four major divisions. Thus, under teaching methods motivation devices were listed under these headings:

1. Teacher's approval
2. Outlined teacher's procedure
3. English laboratory
4. Socialized instruction
5. Individualized instruction

Under pupils' interests, methods of motivation were grouped under these subheads:

1. Recreational interest
2. Personal interest
3. Vocational interest

Under testing, methods of motivation were classified under these subheads:

1. Diagnostic tests
2. Miscellaneous tests

Under the major division labelled miscellaneous, methods of motivation were grouped under these subtitles:

1. Competition
2. Progress charts
3. Correlation
4. Integration

Results.-- Johnson found that teaching methods as devices of motivation were mentioned more frequently in the Journal than any other. These methods were reported 358 times. Pupils' interests as methods of motivation appeared 148 times; testing appeared 14 times, and miscellaneous appeared 24 times. Under these four general classes, methods of motivating pupils in English were reported in The English Journal

from September, 1929 to June, 1939, inclusive, a total of 544 times.

Johnson found that devices for motivating pupils in written composition were reported more frequently than devices for motivating classes in other phases of English. Devices for composition classes were mentioned in the Journal 305 times; devices for classes in literature were mentioned 283 times; and devices to motivate pupils in grammar were mentioned 16 times.

These findings of Johnson may indicate the felt need on the part of teachers and writers in the field of English of doing something to stimulate pupils to write better, and of helping them acquire an understanding and appreciation for the best authors and works of literature. These findings may also reflect the trend of according less and less importance to grammar in the English curriculum.

Conclusion.-- From this study, Johnson, among other things, concludes:[1]

1. The personality and the ingenuity of the teacher are important factors in motivation.

2. Considerations of pupils' interests and abilities are conducive to improved learning situation.

3. A variety of techniques can be used to enrich learning experiences in English.

1/ Johnson, M. L., op. cit., pp. 79-80.

4. A technique selected and adapted to the teacher's personality and pupils' needs is the best teaching procedure to follow.

Comment on Johnson's study.-- In Johnson's thesis no attempt was made to classified methods of motivation with reference to the grade level of pupils. But, from the context of the study, it would seem that the findings and conclusion would be applicable to composition classes at the senior-high-school level.

Summary of methods of motivation.-- Johnson classifies all methods of motivating pupils in written composition, literature, and grammar under these four headings:

1. Teacher methods
2. Pupils' interests
3. Tests
4. Miscellaneous

Nicholson's Thesis Reviewed

Purpose of study.-- Nicholson[1/] compared the topic-assignment method with the situation-assignment method in teaching English composition to determine which was superior in producing the greater response in writing.

Definition of the assignment method.-- The topic-assignment method describes the teacher's method of giving pupils subjects for written composition, and having them write themes from the given subjects. The situation-assignment method describes the teacher's procedure of explaining a situation to the pupils, having them use the facts of the situation in composing a theme.

Scope of study.-- The number of pupils participating in Nicholson's study included four tenth-grade English classes of the Boston College High School, Boston, Massachusetts. Each class was college preparatory; each had studied the four modes of expression-- description, narration, argumentation, and exposition as outlined in the Manual of Composition and Rhetoric by Gardiner, Kittredge, and Arnold, the tenth-grade textbook.

Procedure.-- Assignments for each class were presented on the basis of the four modes of expression as explained in the textbook, and on the basis of the interests of high school pupils as shown in a study made by Coleman.

1/ Nicholson, G. H., Experimental Evaluation of Results Obtained by Two Types of Composition Assignments. Unpublished Ed.M. Thesis, Boston University School of Education, 1939.

During the experiment period, March and April of 1938, each class was assigned four themes: two were topic assignments, and two were situation assignments.

"A Place I Have Visited" and "An Exciting Moment in My Life"[1] were the subjects of the topic assignments. For one situation assignment, pupils, choosing either a reading or listening audience, wrote opinions on a controversy growing out of the decision of a Mr. Jones, shipping clerk, and his wife, telephone operator, to bank the one hundred thousand dollars Jones had won in a contest, and to continue at their jobs.

The second situation had to do with problems faced by a group of young friends in choosing a place to spend a week-end together. The first of February was opened for trip; and at each prospective place, one could enjoy one sport, such as: skiing, skating, tobogganing, and iceboating. With just enough money to pay for a limited number of services, the young people were undecided.

From this situation the pupils were required either to describe one of the prospective places, or to explain some of the advantages and disadvantages that could result from spending the weekend at one of the places under consideration.

1/ Nicholson, G. H., op. cit., p. 12.

Compositions were evaluated by the following scale:[1]

Each word	1 point
Each idea	1 point
Each clause properly constructed	5 points
Each paragraph properly constructed	10 points
Each paragraph lacking in complete unity but essentially a paragraph	5 points

An interpretation.-- There seems to be little difference between the topic-assignment method and the situation-assignment method. When given the topic assignment, the pupil has to create a situation, or he has to write of one out of his experience, or the experience of another. Given the situation assignment, the pupil has only to utilize facts already presented. Such a method, it seems, would not require as much thought as the topic-assignment method.

Major findings.-- Statistical tabulation of facts in Nicholson's study revealed these findings:

1. Differences in the arithmetic mean of scores made on the situation assignments and that of the topic assignments were for classes one, two, three, and four respectively: 9.6045, 14.6425, 10.1785, and 9.7060.

2. Critical ratios for each respective class between the two types of assignments were: 7.5587, 8.2118, 5.3463, and 5.6637.

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1. Nicholson, G. H., op. cit., p. 17.

Conclusion.-- On the basis of these findings, Nicholson[1] concludes:

> The results of this experiment would indicate that in the teaching of the composition the situation assignment definitely produces better results in form of more words and more ideas.

Comment on Nicholson's study.-- It does seem that the situation assignment establishes conditions in which pupils write more words and ideas than when they write on a topic assignment. But the increased number of words and ideas may well be the result of words and ideas given pupils in the nature of the situation assignment itself, and not because it produces more thought than the topic assignment.

The difference in results of the two types of assignments seem analogous to the difference in results produced by the recognition test item and the recall test item. Pupils given recall test items would probably make a lower score than if given recognition test items covering the same material. Yet the recall test items would probably require a greater knowledge of the material and more thinking than the recognition items. Thus, if this analogy is true, it may be said that the topic assignment would require more thought than the situation assignment, and the pupil should not be expected to produce more words and ideas than when he writes on the situation assignment. If the analogy is true, it should be said also that the results of Nicholson's study should be accepted with many reservations.

1/ Nicholson, G. H., op. cit., p. 25.

Summary of composition topics and methods of motivation.-- The writing activities presented in Nicholson's study may be grouped under these heads:

1. Themes based on the interests of pupils
2. Themes based on lifelike situations

These methods of motivation are present in Nicholson's study:

1. Appeals made to the interests of pupils
2. Class work related to the experience of pupils

Donovan's Thesis Reviewed [1]

Purpose of study.-- Donovan compared the topic-assignment method with the situation-assignment method in teaching English composition to determine which was more effective in stimulating the greater number of ideas.

Scope of study.-- Donovan conducted his study with one hundred and seventeen pupils of six tenth-grade English classes of Amesbury High School, Amesbury, Massachusetts. With reference to the curricula of the school, these classes were enrolled as follows: one class was composed primarily of college-preparatory pupils; one class was composed primarily of general and commercial pupils combined; two classes were composed primarily of commercial pupils; and two classes were composed primarily of pupils enrolled in the general curriculum. The textbook for all classes was Correct English by Tanner.

Procedure.-- During the experiment, from January 27, 1947 to February 12, 1947, each class wrote two themes: one on a topic and one on a situation. For the topic assignment pupils wrote on what they liked about city or country life.

The situation-assignment theme was an appraisal of a series of articles on country life written by a city editor who was unfamiliar with country people, and knew little of

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1/ Donovan, M. W., An Experimental Evaluation of the Relative Effectiveness of Two Methods of Composition Assignment in Stimulating Ideas. Unpublished Ed.M. Thesis, Boston University School of Education, 1947.

country life, or it was an appraisal of a series of articles on city life written by a country editor who was unfamiliar with city people, and who knew little of city life.

Classes were taught by three teachers of Amesbury High School. Each teacher followed the same classroom procedure in an attempt to equate instruction. Rotating assignments, having pupils to write on a situation and then on a topic, or on a topic and then on a situation, was another method of equalizing instruction. At the end of the experiment period, a questionnaire was administered to determine the preference of pupils for either assignment, and to evaluate the author's belief that pupils were interested in country and city life.

In evaluating compositions, Donovan rated each specific idea one point. He rated each general idea, meaning a clause as he uses it, one point. Incoherent clauses received no rating. Yet the author rated each specific idea in such clauses one point.

Major findings.-- From Donovan's study the following results were attained:

1. In eleven of the sixteen areas covered by Donovan's study, pupils writing on the situation assignment produced more ideas than when writing on the topic assignment. In four of these areas significant differences existed between these two types of assignments in favor of the situation assignment.

2. In no area was there a significant difference in favor of the topic assignment.

3. Significant differences existed in favor of the situation assignment in the general and commercial classes in which pupils wrote first on the situation assignment, and then on the topic assignment. This situation obtained for girls enrolled in the commercial and general curriculum combined, and for girls enrolled in the separate general and commercial curriculum.

4. There was a preference for the topic assignment. Concerning this, Donovan[1] states:

> In most cases it was discovered that pupils indicated that they preferred topic assignments, but did slightly or significantly better on the situation assignment.

Conclusion.-- Donovan's study seems to indicate that the situation assignment is superior to the topic assignment in stimulating a greater number of ideas. This conclusion, like the one in Nicholson's study, should be accepted with caution. Neither Donovan nor Nicholson determined whether or not the increase in ideas and words produced by the situation assignment over that of the topic assignment was due to words and ideas given pupils in explaining the situation. One would be inclined to believe that part of the difference lies in this fact.

1/ Donovan, M. W., op. cit., p. 35.

Summary of topics of composition and methods of motivation.-- In Donovan's study these two types of composition topics are found:

1. Themes based on interests of pupils
2. Themes based on pupils' experience

These methods of motivation are found in the study:

1. Appeals made to the interests of pupils.
2. Class work related to the experience of the pupils.

2. ARTICLES

Classification of articles.-- Articles reviewed here are classified as general and specific. General articles are those that present surveys of or suggestions on writing activities and teaching procedures in many schools. Specific articles are those that explain composition topics and teaching methods that have been used in a particular classroom.

A. General Articles

Douglas and Filk's Article Reviewed

Method and scope.-- Using the check-list, Douglas and Filk[1/] secured data on classroom practices of English teachers in one hundred and sixty-three senior and four-high schools in Minnesota. Practices were reported from schools of all sizes. The enrollment of sixty-one of these schools numbered more than two hundred. In thirty-six schools the enrollment ranged from one hundred to two hundred. In sixty-four the enrollment was less than one hundred. The population of five schools was not reported.

Results obtained.-- Tabulating data according to the size of the school, teacher experience, academic and professional training of teachers, and the recency of training, Douglas and Filk found that high school English teachers of Minnesota used a variety of classroom procedures. The authors list six

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1/ Douglas, H. R., and Filk, A. M.,"Classroom Practices of Minnesota Teachers of High School English." The English Journal (March, 1938) 27:252-7. (High School Edition)

procedures that were used by two-thirds of the teachers. Included in these practices was one writing activity; outlining.

The survey revealed twenty-three practices that were used by more than one-half but less than two-thirds of the teachers. From these practices these writing activities were taken:

1. Making notebooks or written reports on collateral reading
2. Taking notes
3. Writing papers on daily assignments
4. Outlining

Douglas and Filk list fifteen procedures commonly used in one-third to one-half of the schools. From these procedures two writing activities were taken:

1. Daily workbook exercises
2. Written tests on collateral reading

Summary of written activities.-- These writing activities were listed by Douglas and Filk:

1. Outlines
2. Reports
   a. On collateral reading
   b. On daily assignment
3. Note taking
4. Daily workbook exercises
5. Notebooks

Summary of motivation devices.-- The authors do not specifically name devices for motivating pupils in writing, but a study of their findings suggest these methods:

1. Using the lecture method to arouse interest

2. Using visual aids in presenting subject matter

3. Using the psychological rather than the logical approach in organizing the content of the course

Goudy's Article Reviewed

The nature of the article.-- Goudy's[1] article on "Pupil Broadcasts as Motivation" is based upon Goudy's speech delivered before the Institute of Radio of Los Angeles, California, in November, 1938. It tells how pupils can be motivated to read, write, and speak by having them prepare and present pupil broadcasts. Particularly, the article explains a unit developed at one of the high schools of Los Angeles on radio news.

Developing the unit.-- The class described in Goudy's article began its unit by a study of newscasts presented each day. Following this, radio news and comments were compared with newspaper reports and editorials. From this study such questions arose as: "What are the sources of news? What are the sources of truth?"[2] Committees were made responsible for the answer to these questions.

From the research required to answer the questions on the sources of news and truth, much informal discussion developed; this research also occasioned writing a radio play on propaganda.

1/ Goudy, E., "Pupils Broadcasts as Motivation." The Clearing House (February, 1939) 13:349-351.

2/ Ibid., p. 349.

Results of the unit.-- Goudy holds that the radio unit motivated pupils to engage in informal speaking; it helped them to understand some of the factors of good conversational style and characterization. It helped pupils to discover the value of punctuation and good sentence structure.

Summary of composition topics and methods of motivation.-- Composition topics mentioned in Goudy's article are those involved in radio writing. In this writing are included radio plays and creative writing.

The major method of motivation included in this article is the preparation and presentation of materials for broadcasting. Too, she thinks the teacher can do the following:

1. She can present a purpose for writing.
2. She can have pupils write for publication.

Mathewson's Article Reviewed

Stimulating pupils in writing the long theme.-- Mathewson,[1/] in this article, suggests several ways of stimulating high-school seniors in writing the long theme, or research paper. He thinks one method of doing this is to select topics based on the interests of pupils. Topics he thinks could be selected are:

1. Topics based on occupational interests
2. Topics based on intellectual interests of pupils
3. Topics based on pupils interests in school subjects
4. Topics based on the reading experiences of the pupils
5. Topics based on hobbies

1/ Mathewson, A., "Long Composition Based on Research." The English Journal (June, 1941) 30:457-462.

6. Topics based on political and socio-economic problems
7. Topics of contestants in national essay contests

In the second place, Mathewson suggests using the open forum as a means of creating interest in the long theme. The open forum, as Mathewson conceives of it here, is a group experience in which pupils are allowed to discuss subjects on which they have done research, organized material, and rehearsed material for presentation.

In the next place, Mathewson suggests ways of helping pupils for whom the starting of the research paper is difficult. First, he suggests that for these pupils reading themes of previous classes may be valuable. Furthermore, he advocates having pupils explain their prospective projects before a seminar, who will, together with the teacher, offer criticism. Lastly, he suggests that the teacher may help by the teacher-pupil conference.

Summary of composition topics and methods of motivation.--Mathewson's article is concerned with one composition topic: the research theme. He suggests that the theme can be based on pupils interests and experiences, on current event, and on subjects of national essay contests.

Mathewson's suggests these methods of motivation:
1. Group discussion
2. Choosing topics related to the interests of pupils
3. Choosing topics related to the pupils' experiences
4. Teacher-pupil conference

La Brant's Article Reviewed

Three methods of stimulating pupils in written composition.-- Writing generally for the high school teacher of English, La Brant[1] suggests three methods teachers can follow in stimulating pupils in composition work. These methods are listed below:

1. The teacher can create a friendly, natural atmosphere which will be conducive to self expression. La Brant believes this can be done by giving pupils time to get acquainted, to learn the teacher, and to learn, through discussion, that true expression will be respected in the class. Knowing the readers, the class will be sympathetic and understanding, and pupils will desire to express themselves.

2. The teacher can encourage pupils to write about their experiences in such way that success will be achieved.

3. The teacher can, after pupils gain confidence by writing on familiar topics, introduce unfamiliar topics whose development will require a broadening of experience.

Summary of methods of motivation.-- La Brant suggests these methods a teacher can use in stimulating pupils to write:

1. She can have pupils write for sympathetic readers.
2. She can have pupils write about their experiences.
3. She can have pupils write about the unfamiliar after having gained experience by writing on familiar topics.

1/ La Brant, L. L., "Teaching High Students to Write." The English Journal (March, 1946) 35:123-8.

Nurnbery's Article Reviewed

Status of English composition in high school.-- In introducing his article on "Improving High School Composition,"[1] Nurnbery expresses the status of instruction in high-school written composition in these words:

> Certainly we have not succeeded in making writing as enjoyable as literature. If Carlyle called economics the 'dismal' science, I think we can with even more justification call the writing of composition the dismal art. It should be more fun; there should be more joy in it; and as long as there is not, we are not teaching it as well as we can.[2]

Three ways to make writing enjoyable.-- Nurnbery suggests three things a teacher can do to change composition writing from a dismal art to an enjoyable experience. His suggestions are:

1. The teacher can select topics that are interesting to pupils.

2. The teacher can help create in pupils a mind-set to write.

3. The teacher can reward each theme.

Areas from which interesting themes may be selected.-- Nurnbery suggests several areas from which interesting writing activities may be selected. These are listed below together with methods of preparing for pupil participation in each activity. Following this list is a statement on how each theme

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1/ Nurnbery, M., "Improving High School Composition." The English Journal (May, 1947) 36:243-7.

2/ Ibid., p. 243.

should be rewarded. But first the list of areas and methods of preparing for pupil participation:

1. Pupils like to write about world conditions. Writing activities selected from this area can be prepared for by having pupils read and discuss current events.

2. Pupils like to write about their complaints. Writing activities selected from this area can be prepared for by the teacher's reading to the class some piece of writing in which the author has dealt with a similar theme.

3. Pupils like to write short class exercises. (The author mentions no specific area here.) These exercises can be prepared for by class reading.

4. Pupils like to write on topics that are related to their in-and-out-school- experience. One activity mentioned here is letter writing. This can be prepared for by having pupils address letters to real people, and by having pupils write letters to organizations for pamphlets.

As stated before, giving some reward for each theme is Nurnbery's third method of making theme writing enjoyable. Of the rewards that may be offered, Nurnbery favors publication as the principal one. He thinks the school paper can render valuable service here; but, for pupils who have no such opportunity, he advocates having compositions read before the class.

Summary of composition topics and methods of motivation.-- Nurnbery suggests these composition topics in his

articles.

1. Themes
   a. Themes based on socio-economic problems
   b. Themes based on some problem about which pupils can complain
   c. Themes based on in-and-out-of-school experience
2. Short class exercises
3. Letter writing

These methods of motivation are included in Nurnbery's article:

1. Relating class work to the interests of pupils
2. Relating class work to the experience of pupils
3. Appealing to pupils' desire to succeed by having them write for publication

B. Specific Articles

A preliminary comment.-- Articles reviewed in this section come from teachers who have put into practice in the classroom the things they report. It seems that they were written, not to outline a plan of procedure for someone else, but to show what procedures had proved effective in dealing with specific classroom situations.

Classification of specific articles.-- Articles in this section have been classified as follows: (1) those that report activities that are related primarily to the interests and experience of pupils; (2) articles that report activities that deal primarily with the achievement of pupils and (3) articles that report teaching methods that have been greatly facilitated by the use of audio-visual aids.

Two reasons may be stated for subdividing the articles reviewed in this section. First, the subdivisions were made somewhat arbitrarily to facilitate the handling of the material of this paper. In the second place, it seemed that some articles reported activities that were related more to the experiences, needs, and interests of pupils than to any other aspect of their lives; some seem to report those activities that were more related to pupils' achievement than to anything else; and some seemed to emphasize the use of audio-visual aid in teaching writing.

1. Articles Based on Pupils' Interest and Experience

Steward's Article Reviewed

A description of a slow-learning class.-- In this article Steward[1] describes the activities of her tenth-grade English class of slow-learners at Lakewood High School, Lakewood, Ohio. An introduction to the article was written by Mitchell.

Steward's class was conducted in 1937. Its enrollment totaled twenty-eight boys selected from a group of fifty slow-learners. These fifty boys, as Mitchell shows in the introduction to this article, disliked English. This had been shown when they scored their likes and dislikes for their school subjects at the end of the ninth grade. Then, using a rating scale ranging from a low of 0 to a high of 10 points, these boys rated English 5.9. At the same time, two average English classes taught by the two teachers of the slow-learners rated English 6.7 and 6.8 points.

The intelligence quotient of the twenty-eight pupils of Steward's special class was 90 or less as measured by the Terman Group-Intelligence Test.

Aims for the class.-- Steward set up four aims for her class as follows:[2]

A. To change (particularly with boys) the general attitude of distaste for English as a subject to one of enjoyment.

B. To enable pupils to see the value of English through presenting suitable, practical material and relating class

1/ Steward, G. H., "Teaching Slow-Learning Tenth-Grade Boys to Like English." The Clearing House (February, 1939) 12:352-5.
2/ Steward, G. H., op. cit., p. 253.

C. To extend and enlarge pupils' interests by beginning with present expressed interests and tying these interests up with life purposes.

D. To create a desire to read, through the presentation of suitable reading materials. (This last aim is not relative to the purpose of this paper, and will not be considered further.)

Classroom activities.-- Steward provided a variety of activities in attempting to have her class achieve the first three aims listed above. The class studied Boy's Life, Popular Science, and the Young American magazines -- all of which replaced textbooks. The class read news items in the school paper, and gave talks and wrote themes on shop projects and sports. In addition, the class wrote letters of requests and thanks -- the former asking coaches to speak to the class, and the latter thanking those who came to speak.

At the end of the tenth-year the class voted their likes or dislikes of English using the same rating scale employed in the ninth grade. This time English received a score of 8.3 points, as compared to 5.9 points at the end of the ninth grade.

Conclusion.-- The difference between the score the class gave English at the end of the tenth grade and the score it, together with twenty-two other slow-learners, gave the subject at the end of the ninth grade indicates a changed attitude toward English.

Mitchell,[1] principal of the Lakewood High School and author of the introduction to Steward's article, attributes this change in attitude to the personality of the teacher, to different teaching methods, and to the separation of boys into a class in which they could read and discuss interesting topics. Further, he writes:[2]

> We are not sure that there was a great improvement in spoken or written English, although I saw some work that compared favorably with some work done in average classes; but we are certain that these boys had a changed attitude toward English and toward the school.

Summary of composition topics and methods of motivation.-- These writing activities were included in Steward's class:

1. Themes based on play and occupational interests.
2. Letters of request and thanks

These devices of motivation are suggested in the report of the activities of the class:

1. Class exercises were related to the interests of pupils
2. Activities of the class were related to the experience of the pupils

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1/ Steward, G. H., op. cit., p. 352.

2/ Ibid., pp. 352-3.

Davenport's Article Reviewed

A description of a second slow-learning class.-- In this article, Davenport[1] reports her experience with a tenth-grade English class of slow-learners at John Reagan Senior High School, Houston, Texas. The class was composed of thirty-five pupils, who were consistent failures. Twelve of them had failed in school subjects other than English. Nine had failed tenth-grade English once; ten had failed it twice; one had failed it four times; and one had failed it five times.

Classroom activities.-- At the beginning of the semester, the class agreed to improve their speech and writing if given the most interesting class exercises. To meet this challenge, Davenport had the class read and discuss quality-magazine stories having something in common with the pupils' experiences and stories having a human interest appeal. Davenport used the procedure of having a story read and discussed until interest had been aroused; then, pupils wrote what they had learned from the reading and discussion. After these papers had been corrected, the reading and discussion of the story continued.

Having pupils tell their personal experiences in class was Davenport's second method of interesting the class in the

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1/ Davenport, M. K., "Realism in Composition." The English Journal (November, 1938) 27:230-3. (High School Edition)

work. This exercise revealed that the class had committed a variety of antisocial acts. One of the boys told how he had stolen his brother's car, how he had broken traffic laws, and how, finally, he had been arrested.

For a third activity Davenport's class discussed the advantages and disadvantages of the shoe-repairing, brook-making and beer-selling occupations.

Results.-- Twenty-three of the slow-learners remained in school for the semester and passed tenth-grade English. Twenty-three passed the first semester of English during the following year. Four repeated English during the second semester of the following year.

Conclusion.-- That the class did not become consistent repeaters indicated to Davenport[1/] that realism in composition, which is relating class activities to the interests and experiences of pupils, gives "point, interest, and purpose to classwork."

Summary of composition topics and methods of motivation.-- Writing exercises of Davenport's class were limited to those based on stories read in class. These methods were used to stimulate pupils in their class exercises:

1. The work was related to the pupils' experience
2. The work was related to the pupils' interests

1/ Davenport, M. K., op. cit., p. 733.

Eberhardt's Article Reviewed

Description of the class.-- In Eberhardt's[1] article "Composition as Adventure" a report is given of the writing activities of sixty pupils in advanced English composition at the Garfield Heights High School, Cleveland, Ohio, in 1937. Eberhardt's pupils had been conditioned to the use of textbooks, from which they did fairly good assignments. Yet, he found textbook assignments uninteresting to both teacher and pupils.

Classroom activities.-- In breaking away from textbooks, Eberhardt instituted what he called the "activity unit." He began this by having pupils discuss and write precis on articles from the Reader's Digest. Following this he presented to the class a mimeographed sheet of speaking and writing activities suited to the pupils' abilities and interests. Listed as writing activities were the following: (1) critical reviews of motion pictures and radio programs, personal essays, poems, autobiographies, short stories, and letter writing.

Of the writing activities, letter writing was the most popular. Pupils found joy in exchanging letters with pupils of their own age from high schools of other states, and in exchanging letters with pupils of foreign countries. Letter writing was extended to include letters written to persons who

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1/ Eberhardt, P. M., "Composition as Adventure." The English Journal (April, 1938) 27:323-30. (High School Edition)

had lately featured in news stories of the newspapers of Cleveland.

Methods of motivation.-- Eberhardt's efforts to motivate his class included the following:

1. The development of pupil objectives
2. The recognition of personal satisfaction
3. The recognition of the interests and abilities of pupils
4. The use of the Reader's Digest as source material
5. The recognition of the interests of people and the interests of other boys and girls

Conclusion.-- In evaluating his work, Eberhardt states that it requires more work to teach the unit than it does to teach by the traditional assignment method. Yet he holds that the work is a pleasant adventure for both teacher and pupil. In praise of the unit he says:[1]

> The unit has certain strong features such as its emphasis on functional writing and speaking situations, its definite provision of opportunity for individual instruction and guidance in composition, along with its opening avenues to stimulating adventure.

Summary of composition topics and methods of motivation.-- These topics of composition were included in Eberhardt's class.

1. Precis writing
2. Letter writing
3. Reviews
4. Essays
5. Autobiographies
6. Creative writing
   a. Poems
   b. Short stories

1/ Eberhardt, P. M., op. cit., p. 330.

The methods Eberhardt used to motivate his class may be grouped as follows:

1. The work was related to interests of pupils.
2. The work was related to the abilities of pupils.
3. Pupils were encouraged to adopt objectives.

Marsh's Article Reviewed

Nature of article.-- In this article Marsh[1] reports one semester's work of her senior class in English at Houlton High School, Houlton, Maine. Marsh's class was composed of ninety-two pupils. Two thirds of these were enrolled in the vocational and commercial curricula. The rest were enrolled in the college-preparatory curriculum.

Procedure.-- During the first part of the semester, Marsh lectured to the class on study and personal problems. Lectures were followed by a written assignment on "My Trouble with English." Marsh studied the themes of the first assignment and classified the English difficulties of her pupils as follows:

1. Grammar, 75 per cent
2. Writing, 26 per cent
3. Literature, 18 per cent
4. Oral themes, 15 per cent
5. Run-on sentences, 13 per cent
6. Poetry, 8 per cent
7. Letter writing, 7 per cent

Marsh attempted to simplify the difficulties of her pupils to make English more worthwhile. She followed these

1/ Marsh, P.M., "Simplifying and Harmonizing English Composition." The English Journal (December, 1940) 29:819-25.

preliminary exercises with a study of English fundamentals including parts of speech, phrases, clauses, and sentences. This was followed by a period given to word study.

During the second part of the semester, textbooks were introduced. Writing activities of this period consisted of paragraph writing, description, short narratives, essays, and poetry.

Results.-- Unsigned comments by pupils on the value of the course revealed the following:[1]

1. There were 96 per cent who did not positively disapprove English.

2. There were 80 per cent who approved the course.

3. There were 15 per cent who found English better than ever before.

4. There were 11 per cent who found English likable for the first time.

5. There were 3 per cent who disliked the class.

About the class one girl wrote:[2]

> This year is the first year that I have enjoyed my English course. I think that the way the course has been presented .....has helped me the most. We haven't hurried this year, and I have had time to understand one thing before we started on something else. In past years I have disliked writing, but this year.....I really enjoyed it.

1/ Marsh, P. M., op. cit., p. 824.

2/ Ibid., p. 825.

And one boy wrote:[1]

> The classes are less serious than most classes, but I think there is as much, if not more, accomplished in the forty minutes...than in any other course. All during the year I have looked forward to English class as a pleasure rather than as the dullest period in the day as formerly.

Summary of composition topics and methods of motivation:--

These writing activities were engaged in by Marsh's class:

1. Themes based on problems in English
2. Creative writing
   a. Narratives
   b. Descriptions
   c. Poems
3. Essays
4. Paragraph writing

These methods of motivating the class were used:

1. The work was related to the needs of pupils.
2. The work was related to the interests of pupils.
3. The work was related to the experience of the class.
4. Class exercises were made understandable to all.

1/ Marsh, P. M., op. cit., p. 825.

Winfrey's Article Reviewed

Nature of the article.-- Winfrey's[1] article reports a three-week project of the eleventh grade English class of the Harrington High School, Harrington, Delaware. The project was correlated with the history class; it involved writing a history of Delaware.

Procedure.-- As bases of materials for the project, these phases of the life of Delaware were studied:[2] "the history of the state; people of importance; historic places; transportation; the climate and its effect on people and crops; agriculture; manufacturing; art, literature, and music; education; and government."

The class was divided into several groups, each being responsible for gathering material on one phase of the investigation. In this, groups sent letters to organizations and towns requesting information. Reports of each group were edited, reorganized, and assembled for typing by an editorial board. The pupils, the librarian, and instructors received completed mimeographed copies of the history.

Results.-- Winfrey[3] asserts that her project on history writing accomplished, among other things, these results:

1/ Winfrey, S., "We Write a History." The English Journal. (September, 1938) 27:600-1. (High School Edition)

2/ Ibid., p. 600.

3/ Winfrey, S., op. cit., p. 601.

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1. By fostering wide reading, the project furnished an opportunity for pupils to become better acquainted with their state.

2. It motivated pupils to write letters of request.

3. It furnished pupils an opportunity to become acquainted with novels dealing with their section of the state.

4. It taught pupils the value of good organization in writing a paper.

Summary of composition topics and methods of motivation.--These topics of composition were included in Winfrey's class:

1. Group reports based on research
2. Editing copy
3. Letter writing

These methods of motivation were used in the class:

1. The work was related to the experience of the pupils.

2. The work was correlated with community resources.

3. Through the work pupils became conscious of the need of learning how to organize material in writing.

4. The work made an appeal to the human interests of pupils by having them study important people of the state.

McCrea's Article Reviewed

Nature of the article.-- The article written by McCrea[1] explains how a unit on the letter of application was taught a senior class[2] at the North Plainfield High School, North Plainfield, New Jersey.

Procedure.-- To create interest McCrea had her class read an article from the March, 1940, issue of the Reader's Digest entitled "Two Million Men Wanted." Letters of application written by high-school graduates, some of North Plainfield High School, in answer to an advertisement by a local business man were,then, displayed on the bulletin board.

Pupils, next, wrote paragraphs of letters of application in answer to a blind advertisement in the Courier News, the local newspaper. Typical beginnings for these paragraphs were: "'Having seen your ad in the Courier News, I wish to apply....'" and, "'I am a young man eighteen years old.'"

These beginnings were read to the class to show they were no different from the beginnings of hundreds of letters that would be written in answer to the same advertisement.

1/ McCrea, M. A., "A Unit on the Letter of Application." The English Journal (June, 1941) 30:497-9.

2/ The number of pupils in McCrea's class was not given. Neither does article mention the time the unit was taught. From the content, it is assumed the class was conducted during the first or second semester of the school year 1940-41.

This showed the pupils the need of learning to write attractive letters of application that would result in interviews for the senders.

Next, the pupils did research on how to improve the letter of application. After this they studied advertisements for jobs in newspapers, and compared their qualifications with the qualifications the job required. Following this came a talk on business letters by the principal, and after the principal's talk, the class read "They Pick Their Jobs - and Land Them" in the February, 1940, issue of the Reader's Digest. Letters were then written, criticized in class, revised, and passed in for evaluation.

Results.-- One letter coming from McCrea's class secured a girl an interview "at the New York office of the Prudential Insurance Company."[1] From unsigned comment on the work it was learned that all pupils felt the unit was valuable for all seniors regardless of class sections. One pupil wrote:[2]

> I believe this unit of work should be included in the senior English classes. I was very much interested in it since I know that some day I will have to write a letter of application. The work that I did on this unit, I did, not with the feeling of preparing myself for the future.

Summary of composition and method of motivation.-- Two writing activities are explained in McCrea's article: (1)class exercises on writing paragraphs of letters, and (2) the letter

1/ McCrea, M. A., op. cit., p. 498.
2/ Ibid., p. 499.

of application. Relating the work of the class to the interests of the pupils was the method used to motivate the class.

Dickson's Article Reviewed

Nature of the article.-- In this article Dickson[1] explains one unit of letter writing developed by the genth-grade class of Berlin Senior High School of Berlin. The members of his class were enrolled in the commercial curriculum.

Procedure.-- Dickson attempted to provide practical letter writing experience for his pupils by having them write real letters for the teachers of the school. Teachers cooperating with Dickson's class made memoranda of the types of letters to be written and of the facts to be included. From these memoranda the tenth grade composed their letters. These were then typed by pupils of the eleventh- and twelfth-grade commercial classes.

Results.-- These claims were made for the value of the unit on letter writing:[2]

1. Pupils learned accuracy and a straightforward style.

2. Pupils learned to adapt the style of their letters to the preference of the teachers.

Summary of composition topics and methods of motivation.-- The writing activities of Dickson's unit included

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1/ Dickson, T. E., "Letter Service." The English Journal. (1941) 30:404-5.

2/ Ibid., p. 405.

these types of the business letter:

1. Letters of inquiry
2. Order letters
3. Letters of adjustment

In the unit these methods of motivation were used:

1. The class work was related to the life aims of the pupils.

2. A life-like and purposeful situation was provided for the class.

Kelley's Article Reviewed

Nature of the article.-- In this article, Kelley 1/ explains the type of work done by the writing laboratory at the University of Minnesota, at a number of junior colleges and high schools, and, especially, at Elkhart High School, Elkhart, Indiana, during the first semester of the 1941-42 school year.

Procedure.-- The writing laboratory at Elkhart is designed for twelfth-grade pupils. During the 1941-42 school year there were two groups of such pupils receiving its services.

Class exercises of these groups provided a variety of experiences. Some days an entire group would listen to lectures or would be given drill on errors commonly made by all. On other days pupils were allowed work on individual projects. Still on other days, pupils were given opportunity to work in

1/ Kelly, D., "A High-School Writing Laboratory." The English Journal. (October, 1941) 30:660-662.

groups on a project, or to work individually.

During the 1941-42 school year, the writing laboratory of Elkhart helped the two groups receiving its services in several ways: it supervised themes written for other classes; it corrected errors of themes during the time of composition; it answered questions as they arose, and suggested ways themes could be improved. It provided supervision and help for those who, because they had completed the writing requirements established by the English department, did not have to attend the laboratory regularly. It was a practice of the laboratory during the time to permit these pupils to come in any time for help and for conferences on problems encountered in writing, not necessarily related to school assignments.

Results.-- Commenting generally for the writing-laboratory method, Kelley believes that it serves several valuable functions for the pupils:

1. It saves time as it gives pupils an opportunity to work at their own rate of speed.

2. It helps to fit the material of the curriculum to the needs and abilities of pupils.

3. It offers an effective means of teaching rules of composition. (Errors are corrected as they are being made; explanations for rules are given during the time the pupil needs to apply them.)

Summary of composition topics and methods of motivation.-- These writing activities are reported for the laboratory writing class at Elkhart during the first semester of 1941-42:

1. Projects in journalism
   a. Editorial writing
   b. Feature story writing
   c. News writing
2. Letters of application
3. Club constitutions
4. Outlines
5. Book reports
6. Research papers
7. A handbook on punctuation and usage

These methods were used to motivate the two groups:

1. The work was related to the needs and abilities of the pupils.

2. The work was related to the interest of the pupils.

3. The work was organized to give pupils freedom to work at their own rate of speed.

4. Pupils who satisfactorily completed the writing requirement of the English department were rewarded by not having to attend the writing class regularly.

Hastie's Article Reviewed

Nature of the article.-- This article reports the procedure followed by Hastie[1] in correlating theme writing of her 125 seniors of the Senior High School, Fort Dodge, Iowa, with vocational guidance program of the school.

Procedure.-- In correlating the written work with vocational guidance, Hastie had each pupil to study some vocation in which he was interested to write a theme based on research. Hastie's class also participated in the vocational conference of the eleventh and twelfth grade, which was held during the time themes on vocational interests were being written. Sixteen of Hastie's pupils were speakers for the vocational conference.

Results.-- Hastie[2] holds that his method of correlating writing composition with vocational guidance did two things: it gave pupils an incentive for doing the themes; it offered an opportunity to correlate oral and written work.

Summary of composition topics and methods of motivation.-- Pupils in Hastie's class did themes based on research on vocations. These methods of motivation were used:

1. The work was related to the life aim of the pupils.
2. The work was related to the pupils' interests.
3. Written work was correlated with oral English.

1/ Hastie, W., "Senior Composition and Vocational Guidance: An Experience in Integration." The English Journal (October, 1944)

2/ Ibid., p. 440.

Reynold's Article Reviewed

Nature of the article.-- This article explains a tenth-grade poetry writing project sponsored by Reynolds'[1] at Sapulpa High School, Sapulpa, Oklahoma.

Procedure.-- Pupils were allowed to select their own themes; they selected such themes as patriotism, love, and friendship. Much of the writing of the poems was done in class to prevent outside help. Individual help was given to as many pupils as possible during class periods by the teacher.

Best poems written during the project were mimeographed in a booklet under the title 'Sophomores Go Poetic.' Each tenth-grade pupil received a copy of the booklet.

Results.-- Reynolds'[2] claims that the project helped pupils appreciate poetry, and helped them to appreciate the amount of effort involved in writing it.

Summary of composition topics and methods of motivation.-- Writing activities of this unit deal only with poetry. These themes were chosen as subjects of poems: patriotism, love, and friendship.

These methods of motivation were used in the project:

1. The work was related to interest of pupils. (Pupils chose their own topics. Pupils also volunteered to write

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1/ Reynolds, R. E., "Sophomores Go Poetic." The Clearing House, (April, 1943) 17:483-4.

2/ Ibid., p. 484

poetry instead of some other form of creative writing.)[1]

Denniston's Article Reviewed

Nature of the article.-- Denniston's[2] article was delivered as an address before the Atlantic City Convention of the National Council of Teachers of English, November 29, 1946. In it Denniston explains her method of teaching written composition to fifty or sixty eleventh- and twelfth-grade pupils at Chatham Hall, Chatham, Virginia. All pupils are college preparatory. Most of them go to college; they are about average in intelligence.

Aim of the class.-- Denniston, after explaining the types of individuality, states the aim of her class as follows:[3]

> Fostering individuality for the sake of educating, literally 'leading out', adolescents from their own self-centered lines into an awareness of and respect for the lives of all other individuals regardless of color, creed, class, or nationality - that is our job.

Procedure.-- Each year Denniston begins her course with an explanation of the importance of communication. Literature is then studied to show the relationship between style and content. Then, The Art of Description by Nicolson is read to the twelfth grade; it is paraphrased for the eleventh grade. An attempt is made to stimulate pupils by having them recognize the three essentials of good writing as outlined by Nicolson: (1) accuracy of perception, (2) sincerity, and (3) the

1/ Reynolds, R. E., op. cit., p. 483.

2/ Denniston, R., "Communication is Health; Communication Is Truth; Communication Is Happiness." The English Journal (March, 1947) 36:130-3.

3/ Ibid., p. 130.

presentation of significant details.

The eleventh- and twelfth-grade pupils wrote descriptions based on observation, themes based on current events, experience based on interests; they also wrote short stories, plays, and poems. Seniors also wrote themes appraising their four years of high-school experience.

Prior to writing poems and short stories, the pupils studied and discussed both as literary forms. Pupils were motivated in creative writing by their desire of self-expression and publication.

Results.-- Denniston believes that her course helps pupils to acquire an authentic appreciation of the world, to distinguish between the ephemeral nature of fads and fashion and the eternal nature of truth, to understand problems of democracy and of today:"and, perhaps most important of all", she[1/] believes, "they often discover themselves and clarify through writing about it what they really believe in and will act upon."

Summary of composition topics and methods of motivation.-- These writing activities are found in Denniston's article:

1. Description
2. Themes
   a. Themes based on current event
   b. Themes based on interest
   c. Themes based on experience

1/ Denniston, R., op. cit., p. 133.

These methods of motivation are included in the article:

1. Relating writing activities to the experience of pupils
2. Relating the work to pupils' interest
3. Imitation
4. The desire for self-expression
5. The desire of achievement as shown by pupils' writing for publication

2. Articles Based on Pupils' Achievement

Moses' Article Reviewed

Nature of the article.-- In this article Moses[1] explains her method of teaching creative writing at the Rapid City High School, Rapid City, South Dakota. The article covers experiences Moses has had with this class for several years. During this time, the yearly class enrollment has averaged between fifty and sixty pupils.

Procedure.-- The enrollment of Moses class is composed of seniors, most of whom are college preparatory. Creative writing for them is an elective, which they choose because they desire the better to express themselves.

Not using a textbook, pupils read and discuss pupil-written selections in such magazines as Scholastic, Everyday, and the Open Road for Boys. Selections written by former pupils of Rapid City High School are also read and discussed. These serve as models and indicate the type of writing the class is expected to do.

1/ Moses, K., "In Behalf of Contest Writing in High School." The English Journal (April, 1943) 32:203-5.

Written assignments follow the preliminary reading and discussion of magazines to which pupils contribute. Along with their written assignments, pupils continue to study magazines to determine the type of materials magazine editors are accepting.

Pupils are allowed to accumulate a number of manuscripts. The best are so indicated by the teacher and saved for future revision. During the revision period, manuscripts are slanted to be offered to a magazine for publication.

Moses follows the practice of having manuscripts written to be entered in national contests, first, submitted in local writing contests sponsored by civic and business organizations of Rapid City. Winners in local contests are awarded a first, a second, and a third prize. By this process eight or ten of the best manuscripts are selected, and these are entered in the national contests.

Local and national awards are presented in the school assembly; winners are also featured in the school news of their local papers.

Results.-- Several values are acclaimed for Moses' class in creative writing, such as:

1. Through the class activities many pupils win recognition in national writing contests.

2. It helps develop group consciousness.

3. It gives pupils an opportunity of representing the school.

4. It provides an opportunity for pupils to attain the satisfaction of success.

5. It helps pupils to determine the type of literary form they do best.

6. It provides an opportunity for pupils to study "planning, selection of material, and the mechanics of writing."[1]

Summary of composition topics and methods of motivation.-- Themes for national writing contests are the major writing activities of Moses' class. These may include autobiographical sketches and essays. Non-contest assignments are also given as an attempt to show that one prize in writing does not make one an accomplished author, and to show that the class still makes many errors that should be overcome.

These methods of motivation were included in the class:

1. Pupils were given an opportunity to write for publication.

2. Pupils wrote on subjects in keeping with their abilities.

3. Pupils were given an opportunity to compete with others.

4. Pupils were rewarded and given recognition for winning.

1/ Moses, K., op. cit., p. 205.

Clayton's Article Reviewed

Nature of the article.-- Clayton,[1] in this article, explains the function and describes the work of the Honor Society of the Roxboro High School, Roxboro, North Carolina. As the article explains, the purpose of the society is to help pupils improve their grammar and write better compositions.

Selection of members.-- The honor society has a total membership of eighteen pupils, chosen on the recommendation of the English teachers. A pupil's marks are considered in determining his eligibility for membership. Members are chosen at the end of each semester; those so chosen are presented a gold pin -- a type of membership badge.

The work of the society.-- Members of the society meet daily, at which time they correct, but do not grade, English papers of pupils from grades nine through twelve. If possible, members of the society meet with a class during the period its papers are returned to answer questions and to give individual help.

When there are no papers to correct, the society members devote the meeting period to writing. Creative writing is engaged in; articles are written for the local paper.

Results.-- Clayton[2] believes that the honor society of Roxboro High School has been responsible for more and better

1/ Clayton, G. O., "English Honor Society." The Clearing House. (April, 1947) 21:481-2.

2/ Ibid., p. 482.

writing in the school.

Summary of composition topics and methods of motivation.-- Members of the society engage in creative writing, the type not designated in the article; they also write articles for the local paper.

The society uses several methods that may motivate pupils to write better. Some of these are:

1. The society sets good marks as one criterion for membership.

2. It gives members recognition by having them correct papers, and by granting badges of membership.

3. Articles Based on Use of Audio-Visual Aids

Tomlinson's Article Reviewed

Nature of the article.-- Tomlinson[1] explains here how (in 1941-42) she taught a unit on radio-script writing and broadcasting to eighty seniors in an English class at Clayton High School, Clayton, Missouri. According to Tomlinson, these pupils generally disliked English, writing, and speaking, and had made low marks in English.

Procedure.-- A week of studying the radio and radio writing served as preparation for writing script. During the second week pupils engaged in several activities, including writing a three-hundred word speech as a radio script,

1/ Tomlinson, E., "So We Went on the Air." The English Journal. (January, 1942) 31:63-6.

interviewing pupils of the school other than those in the class, and interviewing people of the community, writing the interviews as radio scripts and broadcasting them over the school's public address system.

During the third week the class had an opportunity to work either on a project in dramatizing the news, or preparing material for a biographical drama. The final activity of the class included a radio unit for which pupils could write original material, or adopt material from a short story or play.

Results.-- Several results are acclaimed for this project. Among them are the following:

1. It gave the teacher a chance to use the radio to interest pupils in English.

2. It gave the teacher an opportunity to teach types of sentences and punctuation.

3. It helped pupils master the use of the comma with the appositive.

4. Improvements were shown in the quality of writing and in mechanics as the unit proceeded.

5. It helped pupils to realize that they had something worthwhile to say.

6. It stimulated interest in the new assignment.

Summary of composition topics and methods of motivation.-- The main writing activities of the unit reported by Tomlinson included several types of script writing: speeches, interviews, news dramatization, biographical drama, and rewriting material from short stories and plays for

broadcasting.

These methods of motivation were used in the unit:

1. The teacher used the radio to interest pupils in the work.

2. The unit gave pupils recognition.

3. The unit gave pupils an opportunity to experience satisfaction of achievement.

4. The unit gave pupils an opportunity to meet, interview, and work with others.

Robinson's Article Reviewed

Nature of the article.-- This article explains Robinson's[1] use of the opaque projector in teaching several units in ninth, tenth, and twelfth grade English at Theodore Roosevelt High School, Wyandotte, Michigan.

Procedure.-- Materials to be projected were written on small-sized, soft scratch pad paper. The class adopted the practice of projecting several items, and of following this by a discussion. Materials projected included paragraphs, outlines, notes, parts of the letter.

Results.-- Robinson[2] asserts that both teacher and pupils enjoyed and learned much by using the projector. It gave an opportunity for the teacher to make the work a group rather than an individual activity. Thus it contributed to the pooling of common experience which was reflected in improved

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1/ Robinson, M. M., "Using the Opaque Projector in Teaching Composition." The English Journal (October, 1946)35:442-445.

2/ Ibid., pp. 443:445.

themes in quality and interest. Robinson states also that the method helped pupils to develop a growing concern for their reading audience.

Summary of composition topics and methods of motivation.-- These types of writing activities were included in Robinson's classes:

1. Paragraph writing
2. Outlining
3. Note taking
4. Writing the parts of the letter

The use of the projector motivated Robinson's classes by furnishing them a medium of publication, by affording them a common experience, and by affording them a purposeful situation in which to work.

CHAPTER III

TOPICS OF COMPOSITION AND METHODS OF MOTIVATION IN ENGLISH REFERENCE BOOKS, TEXTBOOKS, AND CURRICULA

Comparison of Chapter II and III.-- Chapter II has been devoted to a review of theses and articles with an attempt to discover what compositional activities and methods of motivation are being used in and advocated for written composition classes at the senior-high-school level. Compositional activities and methods of motivation were so indicated at the end of each review.

This chapter presents writing activities and devices of motivation as found in English reference books, textbooks, and curricula. It differs from Chapter II in that it does not review in detail any book or curriculum. Instead, it summarizes or, better, annotates each reference. Following each annotation, composition topics and methods of motivation are listed as in Chapter II.

Organization of chapter.-- Materials of this chapter are annotated in this order: general reference books, textbooks, and curricula. Books are annotated in alphabetical order according to names of authors. Curricula are annotated in order of date of publication.

This procedure is adopted because it is felt that two or

three years difference in dates of book publications may not be too important, whereas they may be significant in publications of curricula, which may be prepared and published in less time than that required for books. Too, curricula may be changed each year or two in an effort to keep abreast of best and latest principles and practices in the field.

1. Annotated Bibliography of English Reference Books

Broening, A.M.(Chairman), Conducting Experiences in English. National Council of Teachers of English. Committee Report. New York: D. Appleton-Century Company, 1939, pp.394.

This book contains a series of reports by teachers of English, specialists, and supervisors. These reports explain how the principles and practices of An Experience Curriculum have been applied in the classroom, and how they have been used in revising the English curriculum and formulating programs of English. In part five of the book are reports on how teachers have adopted the contents of An Experience Curriculum to the problems of remedial work in English. An appendix includes an annotated bibliography of English reference books.

Summary of composition topics and methods of motivation.-- Several writing activities are reported in Conducting Experiences in English for each grade in the senior high school as follows:

1. For grade ten
   a. Social letters
   b. Business letters
   c. Themes based on topics of vocational interest
   d. Creative writing
   e. Scenario writing

2. For grade eleven
   a. News articles
   b. Social letters
   c. Letters of complaint
   d. Diaries
   e. Creative writing

3. For grade twelve
   a. Biographical essays
   b. Creative writing
   c. Business letters
   d. Friendly letters
   e. Themes based on vocational interest

From the reports of teachers one finds little reference on how they attempted to motivate pupils to write. Their reports, however, suggest these methods:

1. They related the work to the vocational interest of the pupil.

2. They related the work to the life aim of the pupil.

3. They presented a purposeful situation or suggested objectives for doing the work.

Clarke, H. A., and Eaton, M. P.(editors),Modern Techniques for Improving Secondary School English. New York: Noble and Noble, publishers, Inc., 1940, 326.

In this book some 160 high school English teachers of New York report teaching methods they have successfully used with their English classes. These methods are grouped under these phases of English: reading, literature, composition, oral English, technical English; and under classroom

administration. A brief introduction precedes each section, stating some of the problems of those phases of English, or classroom administration and calling attention to the content of the section.

Summary of composition topics and methods of motivation.-- This book contains many topics of composition. Among them are the following:

1. News stories
2. Themes
   a. Based on observation
   b. How-to-do-it themes
   c. Based on pictures, magazine covers, and cartoons
   d. Based on experience
   e. Based on social problems
   f. Based on personal problems
3. Social letters
4. Business letters
   a. Complaint
   b. Application
   c. Request
   d. Telegrams
5. Autobiography
6. Radio script
7. The class novel

Under the section on composition, the teacher's reports suggests that a teacher can motivate her pupils to write in several ways, such as:

1. She can develop a life-like situation.

2. She can correlate the work with other school subjects.

3. She can present topics and keystone sentences that can be associated with everyday experiences.

4. She can provide work that is related to pupils'

social life.

5. She can provide work that is related to the interest of the pupils.

Conrad, R.(Chairman), Teaching Creative Writing. New York: D. Appleton-Century Company, 1937, pp. 142.

This book is a report of a study made by the creative writing committee of the Commission on Secondary School Curriculum of the Progressive Education Association.

"Creative Writing" and "Analysis of Student Writing" are the labels of the two sections of the book. Part one offers suggestions on organizing, conducting, and providing experiences for the creative writing class. It also discusses problems connected with credits to be offered for the course and problems involved in the publication of manuscripts.

Part two suggests methods teachers may use in evaluating pupils' manuscripts, poetry, and prose.

Summary of composition topics and methods of motivation.-- The book mentions poetry and prose as types of creative expressions. The teacher would be free to use any form of writing that may fall under these types.

The book suggests that the teacher can motivate her creative writing class in the following ways:

1. She can help create a situation in which a pupil will consider his experiences so important that he will want to write about them.

2. She can use the question method in helping pupils clarify their experiences.

3. She can help provide awakening experience for pupils.

4. She can evaluate themes in such a way as to cause pupils to desire to write.

Cross, E. A., and Carney, E., Teaching English in High Schools. New York: The Macmillan Company, 1939, pp. 591.

This is both a textbook for college classes of prospective teachers of English and a reference book for experienced English teachers. It explains many of the problems of high-school teachers of English, and gives content and method that can be used in the classroom. It takes the conservative approach to problems of English instruction. For example, the section on "Writing in the Secondary Schools" includes materials on "Mechanics of Composition," including "spelling, capitalization, vocabulary, and pronunciation."[1/]

Summary of topics and methods of motivation.-- These writing activities are listed in the book:

1. Short paragraph
2. Friendly letter
   a. Invitation
   b. Acceptance
   c. Regret
   d. Congratulation
   e. Condolence

3. Business letters
   a. Request
   b. Application

1/ Cross, E. A., and Carney, E., Teaching English in High Schools. pp. 189-224.

4. Creative writing
   a. Plays
   b. Poems
   c. Short stories
   d. Essays
   e. Sketches
   f. Impressions

5. Journalistic writing
   a. Writing leads
   b. News stories
   c. Handbook
   d. Magazine
   e. School annual

According to the suggestions of the chapter, a teacher can motivate pupils in high school to write through use of the following methods:

1. She can correlate the work with other school subjects.

2. She can encourage pupils to write for publication.

3. She can select interesting topics.

4. She can urge imitation of good writers by reading good models in class.

5. She can allow pupils to write letters to real pupils.

Mirrielees, L. B., Teaching Composition and Literature in Junior and Senior High School. (Revised Edition)New York:Harcourt, Brace and Company, Inc., 1943, pp. 691.

This volume is an orientation text and practical workbook for the beginning English secondary-school teacher. Trends in English instruction are discussed, and the teacher is introduced to such practical problems as correcting themes

and helping pupils overcome errors in spelling, punctuation, and sentence structure; class exercises on letter writing, reading, class reports, and writing units are presented at the end of each chapter to give the beginner experience in what she will have to do in the classroom.

"Written and Oral English" and "Literature Reading and Study" are the two major divisions of the book. Nowhere is it suggested that these divisions should be adhered to in classroom practice. Throughout, the book stresses the importance of correlating all phases of English.

Summary of composition topics and methods of motivation.-- The book offers the beginning teacher suggestions on the following types of writing activities:

1. Creative writing
   a. Description
   b. Short story
   c. Poetry
2. Explanation
3. Writing activities based on reading
4. Essays
5. Book reports
6. Outline

These writing activities received comment because Mirrielees believes that the teacher will be required to teach them.

These methods of motivation are suggested:

1. The teacher should relate the work to the pupils' experience.

2. She should correlate writing with reading.

3. She should encourage writing through class discussion.

4. She should relate the work to the interest of pupils.

Shreve, F., Psychology of the Teaching of English. Boston: The Christopher Publishing House, 1941, pp. 280.

Fundamental to applying psychology to the English class is a knowledge of what outcomes should be achieved in English. Relying, then, on research in the field, this book devotes its first chapter to explaining general objectives in English. Specific objectives are, then, included in chapters covering these phases of English: composition, grammar, reading, and literature. Psychological principles are discussed under each phase of English to show how they may be used in achieving specific aims in English. In helping the teacher achieve specific outcomes in English, these principles contribute to the general aims of the English program.

Psychology of the Teaching of English is a practical guide for both the college and high-school English teacher in applying psychological principles to the classroom.

Summary of composition topics and methods of motivation.-- Several writing activities are referred to in the book, including:

1. Letter writing, personal
2. Business letters
3. Reports
4. Paragraphs
5. Outlines
6. Creative writing - especially the short story
7. Projects in journalism

This book explains several devices the teacher may use in motivating pupils to write. She may do the following:

1. Explain the value of good composition.
2. Establish goals for the learner to adopt.
3. Use rivalry, group, and self-competition.
4. Frequently inform the pupil of his progress.
5. Provide opportunities for recognition.
6. Inspire through use of her personality.

Smith, D. V., Evaluating Instruction in Secondary School English. English Monograph, No. 11. Chicago: The National Council of Teachers of English, 1941, pp. 273.

As a part of the Regent's Inquiry into the Character and Cost of Public Education in New York State, this book attempts to explain to what extent high-school pupils of New York State are achieving desirable goals in English. It is not concerned with school marks and rating on tests; it goes beyond these to consider attitudes, knowledges, skills, and the use of language in social living.

Data for evaluation, including materials, methods, and results of instruction, were collected by visits, interviews, tests, and analyses of syllabi and textbooks. The data were secured from 51 schools in New York communities, with a range of population of less than 2500 in some rural areas to New York City itself.

Summary of composition topics and methods of motivation.-- Although the book's chief emphasis is on measuring outcomes of the English program, it mentions several writing activities and how pupils may be stimulated to engage in them. The writing activities mentioned are:

1. Letter writing
2. Precis writing
3. Themes based on subjects other than English
4. Creative writing
   a. Prose
   b. Poetry
5. Book reports
6. Workbook exercises

The book shows that teachers of New York State were motivating their classes in writing by:

1. Correlating all phases of English, and correlating English with other school subjects.

2. Helping pupils discover in their experiences something worth writing about.

3. Using the unit and project type of assignment.

4. Providing much writing drill under guidance.

The Training of Secondary School Teachers Especially with Reference to English Teachers. Report of the Joint Committee of the Faculty of Harvard College and the Graduate School of Education, Cambridge, Massachusetts: Harvard University Press, 1942, pp. 308.

What the committee considers as best in old and new principles and practices of English teaching in the secondary school is combined in this book. This blend is effected in an attempt to establish a working program in the teachers' college for the training of secondary-school English teachers.

Pointing out many of the weaknesses of the new approach to English teaching, the book suggests that much of the work recently allocated to the English teacher - in teaching social problems, in extra-curricular activities, and in guidance- should be performed by other functionaries. It attacks the over emphasis on creative writing and semantics, taking the position that many of the present day school population are incapable of creative writing, and substituting parts of speech, the relation of subject and predicate, and much that is formal grammar for the study of meaning.

The book explains the nature of conflict between the English department in the liberal arts college and the teacher training institution. It shows the responsibility of Harvard University in training teachers of English who can help meet the needs of the present secondary-school population.

Summary of composition topics and methods of motivation.-- The book is primarily concerned with establishing a basis for a program of training secondary school teachers of English, yet it contains suggestions on both writing activities and methods for motivating English classes. Composition topics suggested are:

1. Letter writing
2. Reports of literary works
3. Creative writing
4. Themes correlated with other school subjects

The book suggests that teachers may motivate pupils to write by:

1. Adopting the work to the pupils' interests, aims, and needs.
2. Adopting the work to the everyday experience of pupils.
3. Correlating the work with other school subjects.

Were We Guinea Pigs? By the Graduating Class of the Ohio State University Experimental School. New York: Henry Holt, 1939, pp. 308.

In this book the 1939 graduating class, 55 members of the University of Ohio High School, recount and evaluate their experience of six years of high school training in a progressive school. Their plans, activities, and steps involved in carrying out these activities - all are told. This includes methods and activities in social studies, science, mathematics, language, health, and extra curriculum. The last chapter is given to evaluating the six years as a whole, although each phase of the curriculum and extra curriculum is evaluated in the chapter in which it is discussed. That the pupils felt this experience beneficial to themselves, parents, and teachers can be seen from the concluding paragraph of the book:[1/]

> "We believe that our six-year experience has been valuable to us and that its advantages far outweigh its disadvantages. Maybe we were guinea pigs, but we, our parents, and our teachers are still glad we took the chance.

Summary of composition topics and methods of motivation.-- The authors of the book report that they did these

1/ Were We Guinea Pigs? p. 299.

writing activities in grades ten and eleven:

1. Creative writing
   a. Poems
   b. Essays
   c. Short stories

2. Themes for science and social studies

During the twelfth year, the pupils were mostly occupied in writing a book. The authors say little on how they were stimulated to write, but the book suggests these methods:

1. Pupils wrote on topics in which they were interested.

2. They planned their writing program.

3. The book was written for publication under the pressure of a publisher's contract.

4. Writing activities were correlated with other school subjects.

Zahner, L. C.,(Chairman) Language in General Education. Report of the Language Committee of the Commission on Secondary School Curriculum of the Progressive Education Association. New York: D. Appleton-Century Company, 1940, pp.

The two quotations below indicate the approach this book makes toward the problem of teaching language in the secondary school. The first:[1]

> Language labels and interprets phenomena and ideas. It must have reference to things outside language, and its use must be geared to a changing cultural and personal world...This is a process that must be continually carried on, for it is only human experience and gives words meaning; and once words have lost their touch with human experience they are no longer symbols of anything, but merely sound.

1/ Zahner, L. C., Language in General Education, pp. 12-13.

And the second quotation:[1]

> A concept of language as a system of interlocking symbols, to be interpreted in a context, underlies the rest of this report.

Thus the emphasis in Language in General Education is on semantics. It shows how English teachers should apply this system to the teaching of literature, composition, grammar, and rhetoric. Yet the book does not limit the teaching of meaning to English teachers, but shows how all teachers are responsible for this function. One chapter of the book is devoted to basic English.

Summary of composition topics and methods of motivation.-- The book does not mention specific writing activities or methods of motivation. Its explanation of the value of meaning in teaching English may apply to all topics of composition; and all methods of motivation might be used in helping pupils master this concept.

2. Annotated Bibliography of English Textbooks

Hatfield, W. W., Sheridan, M. C., and Goodrich, Senior English Activities, Books One,[2] Two, and Three; and the Advanced Book, English Your Obedient Servant, by Hatfield and others. Boston: American Book Company, 1938-1939.

These textbooks for grades nine to twelve are designed to help pupils meet and prepare for their present and future

1/ Zahner, L. C., op. cit., p. 19.

2/ Book One is not annotated because it has no value for this paper.

needs in speaking and writing. Units are organized around centers of experience. Activities in these include speaking, interviewing, reciting, taking tests, and writing.

In Book Two, there are eleven units, which present a variety of activities on speaking and writing. Corrective exercises, including materials on grammar, usage, mechanics, and word study are provided at the end of each unit. The last section of the book is devoted to review material on functional grammar and punctuation.

There are ten units in Book Three, most of which are devoted to activities on speaking and writing. As in Book Two, corrective exercises are included at the end of each unit. Following Unit X is a section on grammar and usage.

English Your Obedient Servant, the Advanced Book, is primarily concerned with the future needs of pupils. It is concerned with problems pupils will face when they leave school to go to college or work. Thus it devotes eleven units to answering these questions:

> What guidance[1/] should we provide to enable our students to act more intelligently as members of contemporary society? What techniques in the use of language should be reviewed and mastered in the closing years of a pupil's high-school career?

1/ Hatfield, W. W., and others, English Your Obedient Servant, pp. III-IV.

Summary of composition topics and methods of motivation in Book Two.-- In this book, exercises are suggested on these writing activities:

1. Social letters
   a. Informal invitations
   b. Friendly news letters

2. Business letters
   a. Inquiry
   b. Claim
   c. Application

3. Short class exercises
4. Outlines
5. Reports
6. Projects in journalism writing
   a. Leads
   b. Headlines
   c. News stories
   d. Feature stories

7. Creative writing
   a. Short stories
   b. Plays

The book attempts to motivate pupils to write by these methods:

1. It relates exercises to the needs of pupils.
2. It relates exercises to the experience of pupils.
3. It appeals to the pupils' interests.
4. It uses visual aids in illustrating material.
5. It encourages pupils to write for publication.

Summary of composition topics and methods of motivation in Book Three.-- These writing activities are listed in this book:

1. Reports on:
   a. Speeches and interviews
   b. Books
   c. Trips, especially to science laboratories
2. Short class exercises
3. Bibliographies
4. Project in journalism - open letter
5. Social letter
   a. Telegram
   b. Night letter
6. Business letter
   a. Claim letter
   b. Request letter
7. Diary

These methods of motivation were used in the book:

1. Some of the exercises were correlated with current events.
2. Exercises were related to the needs of pupils.
3. Exercises were related to interests of pupils.
4. Exercises were related to pupils' experience.
5. Visual aids were used.

Summary of composition topics and methods of motivation in the Advanced Book.-- These writing activities are listed in the Advanced Book of this series:

1. Projects in journalism
   a. News stories
   b. Articles
   c. Editorials

2. Business letters
   a. Complaint letters
   b. Request letters
   c. Application letters
   d. Order letters
   e. Claim letters
   f. Telegrams

3. Class exercises

The book contains these techniques for motivating pupils to write:

1. Exercises are related to the interests of pupils.

2. Exercises are related to the experience of pupils.

3. Exercises are related to the needs of pupils.

4. Visual aids are used.

5. The book encourages pupils to write for publication.

6. Writing activities were correlated with other phases of English.

Flesch, R. and Lass, A. H., The Way to Write. New York:Harper and Brothers, publishers, 1947, pp. 342.

The Way to Write is based on the assumption that writing is an activity to express meaning. On this assumption, it stresses how to write - how to express meaning, instead of what to write.

The book is divided into two parts: "How to Write" and "While You Write." Part One provides exercises on planning the composition, on gathering, organizing, and putting ideas together. It furnishes suggestions on how to make the composition clear and effective. At the end of this section is a list of selections from contemporary authors.

Part Two is a handbook on mechanics, grammar, usage, and word study.

Summary of composition topics and methods of motivation.-- These writing activities are provided in this volume:

1. Paragraph
2. Outline
3. Themes on:
    a. Descriptions
    b. Explanations
    c. Experience
    d. Argument

4. Class exercises -(filling-in exercises)
5. Social letters
    a. Letter of thanks
    b. News letter

6. Essay
7. Business letters
    a. A letter of application
    b. A letter to Congressmen

8. Project in journalism
    a. Editorial
    b. Article

The book uses these methods of motivation:

1. It suggests topics in which pupils are interested.

2. It begins at the writing level of the pupil, and progresses in such a way that he will experience the satisfaction of achievement.

3. It uses pupil-written compositions as models.

Smith, R., Learning to Write. Boston: D. C. Heath and Company, 1940, pp. 529.

This book, designed for high school writing classes, is divided into two parts: "Fundamentals" and "Vocabulary Building and Imaginative Writing." Part One provides a series of

writing exercises on the paragraph, which serve as a basis for several chapters on mechanics, usage, and grammar. Several chapters are devoted to methods of obtaining unity, coherence, and emphasis in the sentence. The last section of Part One is devoted to letter writing.

Part Two is devoted to word study(spelling, pronunciation, diction, and figures of speech) and to several types of creative writing.

In evaluating the material of this book, the author writes:[1/]

> Through the use of such sources as the new Merriam-Webster International Dictionary, Current English Usage, and An Experience Curriculum in English, two recent monographs of the National Council of English Teachers, the files of the English Journal, and other publications listed throughout the text, the results of the latest and best research scholarship have been utilized.

Even so the book is a conservative approach to composition teaching. Too much emphasis is placed on grammar, rhetoric, and word study; too little space is devoted to suggestions and techniques for practical writing.

Summary of composition topics and methods of motivation.-- Several writing activities are included in this volume, such as:

1. Paragraph writing
2. Precis writing
3. Creative writing
   a. Incidents
   b. Short stories

1/ Smith, R., Learning to Write. p. VIII.

c. Descriptions
d. Essays

4. Dictation writing
5. Business letter
6. Social letter
7. Paraphrasing

This book pays little attention to methods of motivation, either in the choice of exercises or in its organization. It does seem, however, that pupils would be motivated by these factors, all too few, in the book:

1. The book attempts to begin on the level of the pupils' ability.

2. It uses a small number of visual aids.

3. It uses pupil-written compositions as models.

Tanner, M. M., and Platt, F. J., My English, Books One,[1] Two, Three, and Four. Boston: Ginn and Co., 1941.

My English is a series of textbooks designed to help high-school pupils, grades nine through twelve, develop skills in writing, reading, speaking, and listening. These books present a series of exercises and projects which give pupils an opportunity to develop these skills in a purposeful, life-like situation. Assignments are suggested that enable pupils to make speeches in class, participate in group discussion, make interviews, write letters, and listen to radio programs.

Book Two of this series contains twenty-nine units, most

[1] Book One is not reviewed here as it has no value for study.

of which emphasize speaking and writing activities. Some activities are provided on reading and listening. Part V of the book, which includes eight units, is devoted to exercises on grammar and mechanics. Exercises on grammar, mechanics, and word study are also given at the end of each unit in Parts I, II, III, and IV.

Book Three has twenty-six units; and, like Book Two, most of them emphasize writing and speaking. One unit each is devoted to listening, reading, and the motion picture. The last five units are devoted to grammar, mechanics, and word study.

Book Four has twenty-eight units, which primarily emphasize speaking and writing activities. Exercises are provided that will aid pupils when they leave school to go to college or work. Eight units are devoted to grammar, mechanics, and word study.

Summary of composition topics and methods of motivation in Book Two.-- For the tenth grade, these writing activities are suggested:

1. Social letters
    a. News letters
    b. Formal notes
    c. Informal notes
    d. Telegrams

2. Business letters
    a. Application
    b. Complaint
    c. Request
    d. Recommendation
    e. Adjustment
    f. Sales

3. Work shop exercises
4. Essays
5. Taking notes
6. Outlining
7. Paragraphs on selected topics
8. Explanations
9. Precis
10. Projects in journalism, including:
    a. Editorials
    b. Headlines
    c. Leads
    d. News articles
    e. News stories
11. Creative writing
    a. Sketches
    b. Short stories

These methods of motivation are used in this book:

1. The work is purposeful.

2. The work is related to the interests of pupils.

3. The work is related to the experience of pupils.

4. Class exercises are correlated with other phases of English.

5. Visual aids are used.

6. Pupils are given opportunities to write for publications.

7. The work is related to needs of pupils.

Summary of composition topics and methods of motivation in Book Three.-- This book suggests these writing activities for the eleventh grade:

1. Social letters
    a. News letters
    b. Informal notes
    c. Formal notes
    d. Telegrams
    e. Radiograms

2. Business letters
    a. Application
    b. Claim
    c. Adjustment
    d. Sales

3. Outline
4. Projects in journalism
    a. Editorials
    b. News stories

5. Class exercises
6. Autobiography
7. Biography
8. Creative writing
    a. Descriptions
    b. Short stories
    c. Conversations

These methods of motivation are found in the book:

1. Visual aids are used.

2. Pupil-compositions are used as models.

3. Pupils are encouraged to write for publication.

4. Pupils are allowed to choose own subjects.

5. Pupils are permitted to write about their in-and-out of school experiences.

6. The work is related to the needs of pupils.

7. Group writing exercises are provided.

Summary of composition topics and methods of motivation in Book Four.-- These composition topics are suggested in this volume:

1. Social letters
    a. News letters
    b. Informal notes
    c. Formal notes

2. Business letters
    a. Applications
    b. Adjustments
    c. Sales letters
    d. Telegrams
    e. Radiograms

3. Themes
    a. On favorite magazines
    b. On research

4. Book reports
5. Precis
6. Outlines
7. Paragraphs
8. Explanation
9. Projects in journalism - editorial
10. Book report
11. Creative writing
    a. Descriptions
    b. Short stories
    c. One-act plays
    d. Poetry

These methods of motivation are used in this volume:

1. Pupils are permitted to choose own topics.

2. Pupil-written compositions are used as models.

3. Work is related to interests of pupils.

4. The work is related to needs of pupils.

5. The work is related to experience of pupils.

6. Visual aids are used.

Tressler, J. C., English in Action, Courses One,[1] Two, Three, and Four. Boston: D. C. Heath and Co., 1940.

Based on objectives and exercises suggested in An Experience Curriculum in English, books in this series present a number of activities on speaking and writing. Part II of Courses One and Two and Part III of Courses Three and Four are handbooks on grammar, mechanics, usage, and word study.

There are fifteen units in Course Two, which provide a variety of experiences in writing, listening, reading, speaking, planning activities, dramatizing, and using the library. A number of activities of this book are correlated with natural science.

There are twelve units in Course Three organized under these major divisions: "Oral and Written Communication" and "Creative Expression." Experiences similar to those provided in Course Two are suggested. Many activities are correlated with American history.

There are fourteen units in Course Four organized under "Oral and Written Communication" and "Creative Expression." Experiences similar to those in Course Two are provided. Many activities of Course Four are correlated with biography.

Summary of composition topics and methods of motivation in Course Two.-- These writing activities are suggested in

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1/ Course One is not annotated here because it has no value for this study.

this volume:

1. Themes based on:
   a. Vocational interests
   b. Educational interests

2. Reports on:
   a. Interviews
   b. Trips
   c. Books
   d. Research

3. Business letter
   a. Claim
   b. Request
   c. Receipt
   d. Adjustment

4. Social letter
   a. News letters
   b. Informal notes
   c. Formal notes

5. Paragraph
6. Outline
7. Projects in journalism, including:
   a. Leads
   b. Headlines (re-writing)
   c. News stories
   d. Feature stories
   c. Letters to editor

8. Diary
9. Bibliography
10. Creative writing
    a. Descriptions
    b. Poetry

11. Short class exercises
12. Note taking

These methods of motivation are presented in this volume:

1. Pupil-written compositions are used as models.

2. Visual aids are used, and suggestions are made for the class to use the radio.

3. The book attempts to meet the writing needs of tenth-grade pupils.

4. Writing activities are correlated with natural science.

5. Writing activities are correlated with other phases of English.

6. Activities are related to pupils' interests.

7. Activities are related to pupils' experience.

Summary of composition topics and methods of motivation in Course Three.-- These writing activities are presented in this volume:

1. Note taking
2. Reports on:
   a. Books
   b. Meetings
   c. Research
3. Outline
4. Bibliography
5. Paragraph
6. Explanation
7. Projects in journalism
   a. Headlines (re-write)
   b. News stories
   c. Feature stories
   d. Leads
   e. Editorials
8. Diary
9. Social letter
   a. Informal notes
   b. Formal notes
10. Creative writing
    a. Short story
    b. Description
11. Short class exercises

These methods of motivation are presented in this book:

1. Pupil-written compositions are used as models.
2. Visual aids are used.
3. Activities are related to needs of pupils.
4. Activities are related to the interests of pupils.
5. Activities are related to experience of pupils.
6. Activities are correlated with American history.
7. Pupils are encouraged to write for publication.

Summary of composition topics and methods in Course Four.-- In this book these writing activities are suggested:

1. Business letter writing
   a. Application
   b. Request
   c. Reply
   d. Sales
   e. Adjustment
   f. Telegram
2. Outlining
3. Writing reports
   a. Book
   b. Motion picture
4. Precis writing
5. Creative writing
   a. One-act plays
   b. Essays
   c. Poems

These methods of motivation are used in this book:

1. Visual aids are used.
2. Activities are correlated with pupils' vocational interests.
3. Activities are related to pupils' needs.
4. Activities are related to pupils' experience.

5. Activities are correlated with all phases of English.

6. Activities are correlated with biography.

3. Annotated Bibliography of Curricula

McNeese, F.(Chairman of committee) Course of Study in English for Secondary Schools. (Bulletin 1939 No. 10) Oklahoma City, Oklahoma: State Board of Education and the Department of High School Inspection, 1939, pp. 260.)

The content of this course of study is organized for both junior- and senior-high school pupils around eight strands of experience: (1) literature, including enrichment and recreational reading; (2) oral and written composition; (3)reading, (4) grammar and sentence structure; (5) research techniques; (6) word study; (7) movie appreciation; and (8) radio appreciation. Objectives, materials, procedures, activities, and suggestions are listed for each strand; that is, these are given for each strand but the last. For it, only a brief list of activities and methods are given.

Summary of composition topics and methods of motivation.-- These topics of composition are suggested for the senior high school:

1. Writing the paragraph
2. Writing dictation
3. Writing paraphrases
4. Outlining
5. Writing social letters
    a. News and gossip
    b. Informal notes
    c. Formal notes

6. Writing business letters
    a. Order letter
    b. Complaint letter
    c. Adjustment letter
    d. Inquiry letter
    e. Sales letter
    f. Letter of application
    g. Letters of introduction and recommendation
        a. Telegrams and night letters

7. Writing book reports
8. Creative writing
    a. Stories
    b. Poems
    c. Diaries
    d. Plays

9. Writing for school paper

These methods of motivation were suggested:

1. Writing activities should be correlated with other phases of English.

2. Audio-visual aid should be used.

3. Pupils should be permitted to correct themes.

4. Activities should be related to pupils' needs.

5. Pupils should be encouraged to write for publication.

6. Teacher should find something in pupil-manuscripts for which commendation may be made.

7. Writing activities should be correlated with other school subjects.

Cunningham, A. L.(Chairman of committee) A Course of Study in English for Senior High School, Part II Composition. Atlanta, Georgia: Atlanta Public Schools, 1941, pp. 84.

This course of study, one in a series for the English program of the public schools of Atlanta, presents separate content and procedure for each senior-high-school grade. Following the outline and format of An Experience Curriculum units are outlined for each grade to aid teachers in meeting the speaking, reading, and writing needs of senior-high school pupils. Materials are used that will contribute to the pupils' achieving the seven aims of education (for composition, "Transportation and Communication.") as set up by the Georgia program for the Improvement of Instruction.

Summary of composition topics and methods of motivation.-- For the tenth grade, this course of study suggests these writing activities:

1. Social letters
   a. News letters
   b. Formal notes
2. Business letters
   a. Order
   b. Inquiry
3. Autobiography
4. Projects in journalism
   a. News stories
   b. Articles
   c. Editorials
5. Precis
6. Theme
7. Creative writing
   a. Verse
   b. Descriptions
8. Book reports

These writing activities are suggested for grade eleven:

1. Creative writing
   a. Descriptions
   b. Personal essays

2. Reports
   a. Interviews
   b. Books
   c. Articles

3. Advertisements for books
4. Sentences in class
5. Paragraph
6. Humor
7. The long theme
8. Biography
9. Projects in journalism
10. Social letter
    a. News letter
    b. Formal notes
    c. Informal notes

11. Business letter
    a. Letter of inquiry
    b. Letter of adjustment
    c. Order letter
    d. Letter of application
    e. Sales letter

12. Diary
13. Speeches
14. Creative writing
    a. Poems
    b. Editing best creative writing done by pupils
    c. Story synopsis

These writing activities are suggested for grade twelve:

1. Theme
   a. Term paper
   b. Group theme

2. Creative writing
   a. Poems
   b. Travel sketches
   c. Plays
   d. Descriptions

3. Class exercises, sentences
4. Biography

5. Autobiography
6. Precis
7. Explanation
8. Business letter
   a. Letter of request
   b. Business letters for teachers of school
9. Social letters

The methods of motivation are suggested in this course of study:

1. Pupils should evaluate some of their own writing.

2. Audio-visual aids should be used.

3. Diagnostic tests should be given to point out weaknesses.

4. Activities in composition should be correlated with other phases of English.

5. Pupils should be encouraged to write for publication.

6. Activities should be related to pupils' needs.

7. Activities should be related to pupils in-and-out-of school experience.

8. Activities in English should be correlated with other subjects.

Smith, E. R. (Committee chairman) Course of Study in English, Grades 10-11-12. Providence, Rhode Island: Department of Public Schools, April, 1942, pp. 181.

This course of study provides materials to help senior-high-school pupils meet their problems and gain competence in four phases of communication: speaking, reading, writing, and listening. Written during World War II, it also furnished materials and suggestions that would help the teacher

fulfill her task in helping to win the war and to secure the peace.

Materials and procedures for these phases of English at each grade level are listed under major divisions of the course outline. Part One deals with reading; Part Two, with composition; Part Three, with fundamentals of English; Part Four presents illustrated units; and Part Five presents materials on business English. In addition, the course of study includes a suggested book list for slow learners, and an extensive reading program-book list.

Summary of composition topics and methods of motivation.-- These composition topics are suggested for grade ten:

1. Creative writing
   a. Descriptions
   b. Narrations
   c. Stories

2. Expository writing (writing directions)
3. Business letter writing
   a. Order
   b. Application
   c. Request

4. Autobiographical writing
5. Social letter writing
   a. News letter
   b. Informal notes
   c. Formal notes

6. Paragraph writing
7. Taking dictation
8. Theme writing
   a. Based on opinions
   b. Based on interests of pupils
   c. Based on characters from literature

9. Filling in forms
10 Addressing letters for mailing
11 Writing announcements

These activities are listed for grade eleven:

1. Reports
   a. Minutes of meetings
   b. Motion pictures and radio programs
2. Explanations
3. Business letters
   a. Request
   b. Complaint
   c. Adjustment
4. Social letters
5. Creative writing
   a. Brief narratives
   b. Plays
6. Themes on:
   a. Problems raised in literature class
   b. Life in America
7. Report on magazine articles

These writing activities are listed for grade twelve:

1. Paraphrasing
2. Precis writing
3. Business letter writing-
   a. Letter of application
4. Social letters
5. Statement of opinions
6. Expository writing
7. Argumentative writing
8. Paragraph writing - paragraphs correlated with writing in other school subjects
9. Creative writing
   a. Poems
   b. Personal essays
10. Writing literary criticisms or reports of:
    a. Books
    b. Plays
    c. Motion pictures and radio programs
    d. Magazines
11. Autobiographical writing

These motivation devices are suggested for use with the material presented in this course of study:

1. Activities should be correlated with other phases of English.

2. Pupils should be allowed to choose topics in which they are interested.

3. Activities should be correlated with other school subjects.

4. Pupils should be permitted to read some of their compositions in class.

5. Activities should be purposeful.

6. Activities should be adopted to the needs of pupils.

7. Activities should be related to pupils' experience.

Course of Study in English, Grade 9-12. (Curriculum Bulletin No. 195) Cincinnati: Board of Education, 1946, pp. 142.

Following an introductory chapter, this course of study devotes one chapter each to English activities - reading and literature, oral composition, written composition, and mechanics of expression - for grades nine[1/] through twelve. Objectives, materials, activities, and procedures are presented at each grade level for these sections of English pupils: (1)academic, (2) general, and (3) specific. One section is devoted to business English.

1/ Activities for grade nine are not given here as it has no value for study.

The course includes suggestions for teachers on diagnostic methods of determining pupils' weaknesses. In it are included also reference books for pupils enrolled in the special English section, general reference material for all English pupils, a list of magazines available in high school, and a vocabulary of business terms.

Summary of composition topics and methods of motivation.-- These writing activities are suggested for grade ten:

1. Sentence building
2. Paragraph building
3. Vocabulary building
4. Answering test questions
5. Reviewing stories
6. Making reports
7. Summarizing reports
8. Outlining
9. Writing business letters
10. Writing social letters
11. Creative writing
    a. Verse
    b. Rhythmic sentences
    c. Description

These writing activities are listed for grade eleven:

1. Sentence building
2. Paragraph building
3. Vocabulary building
4. Precis writing
5. Writing critical reviews or book reports
6. News writing
    a. News story
    b. Editorial

7. Outlining
8. Writing longer theme:
    a. Research
    b. On materials from reading

9. Writing business letters
    a. Application letter
    b. Order letter

10. Writing social letters
11. Creative writing
    a. Essay
    b. Description
    c. Verse

These writing activities are suggested for grade twelve:

1. Sentence building
2. Paragraph building
3. Vocabulary building
4. Writing the long theme
5. Writing the critical review
6. Creative writing
    a. Poetry
    b. Radio script
    c. Pageants
    d. Short story
7. News writing - letters to newspaper
8. Writing social letters
9. Writing business letters
    a. Letters of application
    b. Order letters
    c. Telegrams
10. Preparing a manuscript

These methods of motivation are suggested for these classes:

1. Activities should be correlated with other phases of English.

2. Pupils should be given interest inventory and diagnostic tests.

3. Visual aids should be used.

4. Activities should be related to pupils' experience.

5. Activities should be related to pupils' needs.

6. Activities should be related to pupils' interest.

7. Pupils should be encouraged to write for publication.

8. Activities should be correlated with other school subjects.

CHAPTER IV

RESULTS OF STUDY

Plan of chapter.-- This chapter presents in table form a summary of topics of composition and methods of motivation reported in the educational literature reviewed in this study-- theses, articles, and English reference books, textbooks, and courses of study. Following these tables come a list of composition topics and a list of motivation devices teachers may use to motivate senior-high-school pupils to write.

Classes of writing activities.-- In the following tables many of the terms designating composition topics include several related writing activities. For example, the business letter includes the writing of application, request, and order letter, etc. To save space such activities are not itemized here. However, one can find these related activities grouped under the summaries of composition topics in the two proceeding chapters.

Classification of motivation devices.-- The ten general tendencies to behavior listed by Billett[1] in Fundamentals of Secondary School Teaching.have been used to classify methods of motivation appearing in table form in this chapter and

1/ Billett, R. O., Fundamentals of Secondary School Teaching, p. 79.

also in the list of motivating devices. These tendencies are:

1. To go on living(self-preservation)
2. To seek the company of one's fellows(social gregarious)
3. To achieve social status
4. To achieve economic independence
5. To play (recreation)
6. To mate
7. To succeed or excel
8. To receive and bestow sympathy
9. To relieve suffering
10. To collect and hoard

When it was felt that any teaching method reported in the literature reviewed in this paper would appeal to one or more of these tendencies in stimulating pupils to write, it was tabulated. Though expressed differently, devices appearing in the tables and the master list have the same meaning as those appearing in the summaries following reviews in Chapters II and III.

Writing activities in five theses.-- In her thesis, Johnson[1/] does not mention any writing activity. Yet, since

1/ See pp. 18-21.

her thesis was reviewed, it was used with the other four to calculate the percentages in column three of Table One. Johnson's thesis was not included in computing figures in columns four and five of the table.

Writing activities of twenty-one schools.-- Huntimer's thesis is the only one reviewed in this study that includes writing activities of several schools -- seventeen, to be exact. Theses by Donovan, Nicholson, and Smith, being experimental, include only the schools at which these experiments were made. Yet, they indicate, for the time of the studies, at least, writing activities of pupils included in the experiments. On this basis, then, the schools of Donovan, Nicholson, and Smith's studies are listed with the seventeen schools surveyed by Huntimer, making a total of twenty-one schools from which writing activities of grades ten to twelve are reported.

Table I. Composition Topics Reported in Five Theses Showing the Number and Per Cent of Theses Reporting Each Topic and Number and Per Cent of Schools at Which Topics Were Taught

Composition Topics	No. Theses Reporting Topic	Per Cent of Theses Reporting Topic	No. of Schools Teaching Topic	Per Cent of Schools Teaching Topic
(1)	(2)	(3)	(4)	(5)
Themes	3	60	13	61
Creative Writing	2	40	11	52
Projects in Journalism	2	40	3	1
Social Letters	2	40	3	1
Business "	2	40	4	2
Outlines	2	40	2	0.9
Reports	1	20	2	0.9
Paragraphs	1	20	2	0.9
Precis	1	20	2	0.9
Autobiographies	1	20	1	0.5
Diaries	1	20	1	0.5
Argumentation	1	20	1	0.5
Note-taking	1	20	1	0.5
Book-chats	1	20	1	0.5
Explanations	1	20	1	0.5

As Table I shows, "theme writing" was reported by more theses than any other writing activity. It was also the most popular writing activity, being taught in thirteen schools. "Creative writing" is second to "theme writing" as a popular writing activity. Although reported by only two theses, it was being taught in a little more than half of the schools.

The table shows that there are five writing activities reported by two theses, and nine reported by one. These activities were being taught in from one to four schools.

Table II shows methods of motivation reported by the five theses reviewed in this paper. "Relating activities to pupils' experience" and "relating activities to pupils' interests" were reported by four theses. "Encouraging pupils to write for publication" was reported by two theses. The other devices were reported once.

Table II. Methods of Motivation Reported in Five Theses Showing the Number and Per Cent of Theses Reporting Each Device

Methods of Motivation (1)	No. of Theses Reporting Device (2)	Per Cent of Theses Reporting Device (3)
Relating activities to pupils' experience	4	80
Relating activities to pupils' interest	4	80
Encouraging pupils to write for publication	2	40
Making success in writing one requirement for membership on school newspaper staff	1	20
Encouraging pupils to compete one with the other	1	20
Correlating work with other subjects	1	20
Using charts to show progress in writing	1	20
Testing	1	20
Conducting socialized recitations	1	20
Correlating with other phases of English	1	20

Table III shows composition topics reported in five general articles. Theme writing is reported in three of these; the class exercise, in two. The other writing exercises are reported by one article.

Table III. Composition Topics Reported in Five General Articles Showing the Number and Per Cent of Articles Reporting Each Topic

Composition Topics	No. of Articles Reporting Topic	Per Cent of Articles Reporting Topic
(1)	(2)	(3)
Theme	3	60
Class Exercise	2	40
Creative Writing	1	20
Outlines	1	20
Tests	1	20
Note-taking	1	20
Notebook	1	20
Radio Script	1	20
Business Letter	1	20
Social Letter	1	20

Listed in Table IV are methods of motivation reported in the general articles reviewed in this paper. "Relating activities to pupils' experience" is mentioned in more articles - in four- than any other device. Four devices are mentioned in two, and six in one article.

Table IV. Methods of Motivation Reported in Five General Articles Showing the Number and Per Cent of Articles Reporting Each Device

Methods of Motivation (1)	No. of Articles Reporting Device (2)	Per Cent of Articles Reporting Device (3)
Relating activies to pupils' experience	4	80
Relating activities to pupils' interests	2	40
Conducting socialized recitations	2	40
Encouraging pupils to write for publication	2	40
Using visual aid	2	40
Using the lecture method to arouse interest	1	20
Encouraging pupils to compete with others	1	20
Creating a purposeful situation for writing	1	20
Using the pupil-teacher conference to help pupils solve writing difficulties	1	20
Using the psychological approach in organizing subject matter	1	20
Recognizing and rewarding good compositions	1	20

Table V summarizes composition topics reported in the fifteen specific articles reviewed in this paper. It reveals that the "business letter" is reported in seven articles, and that the "theme" and "creative writing" are reported in six.

As the table shows, three activities are reported in three articles; two, in three, and four, in one.

Table V. Composition Topics Reported in Fifteen Specific Articles Showing the Number and Per Cent of Articles Reporting Each Topic

Composition Topics	No. of Articles Reporting Topic	Per Cent of Articles Reporting Topic
(1)	(2)	(3)
Business Letters	7	47
Themes	6	40
Creative Writing	6	40
Social Letters	3	20
Reports	3	20
Projects in Journalism	3	20
Essays	2	13
Outlines	2	13
Paragraphs	2	13
Class Exercises	1	. 67
Club Constitutions	1	. 67
Note-taking	1	. 67
Autobiographies	1	. 67

Table VI shows the methods of motivation reported in the specific articles considered in this paper. These fifteen articles report sixteen motivation devices. As the table shows, nine of these are mentioned in more than one article. "Relating activities to pupils' interests" is reported in twelve; "relating activities to pupils' experience is reported in five; "rewarding and giving recognition for good themes" is reported in four; and "encouraging pupils to write for publication" is reported in three. Four devices are reported in two articles; and several devices occur only in one article.

Table VI. Methods of Motivation Reported in Fifteen Articles Showing the Number and Per Cent of Articles Reporting Each Device

Methods of Motivation	No. of Articles Reporting Device	Per Cent of Articles Reporting Device
(1)	(2)	(3)
Relating activities to pupils' interests	12	80
Relating activities to pupils' experience	5	33
Rewarding and giving recognition for good themes	4	27
Encouraging pupils to write for publication	3	20
Relating work to ability of pupils, using the discussion method to assure interest	3	20
Relating work to pupils' needs	2	13
Using audio-visual aids to create a purposeful situation for writing	2	13
Creating a purposeful situation for writing	2	1.3
Encouraging pupils to imitate good models	1	.67
Correlating work with other phases of English	1	.67
Correlating writing with other subjects	1	.67
Correlating work with community resources	1	.67
Encouraging pupils to compete with others	1	.67
Encouraging pupils to work for marks	1	.67
Conducting socialized recitation	1	.67

Table VII shows writing activities reported in the general English reference books reviewed in this study. Actually, because the book entitled Language in General Education[1] does not include composition topics, writing activities from only nine books are shown in the table. However, due to its importance as a reference book for English teachers, Language in General Education was annotated, and, thus, was included in working out the percentages in Column 3 of Table VII.

As the table shows, "creative writing" was reported more frequently than any other type of writing activity. Nine books reported it. Six books reported the "business letter", the "social letter", and the "theme". The third activity in the order of frequency of mention was the "project in journalism"; four books reported it. Two activities were reported twice, and three reported once.

1/See page 83.

Table VII. Composition Topics Reported in Ten English Reference Books Showing the Number and Per Cent of Books Reporting Each Topic

Composition Topics	No. of Books Reporting Topic	Per Cent of Books Reporting Topic
(1)	(2)	(3)
Creative Writing	9	90
Business Letters	6	60
Social Letters	6	60
Themes	6	60
Projects in Journalism	4	40
Reports	3	30
Paragraphs	2	20
Outlines	2	20
Precis	1	10
Book by Seniors	1	10
Class Novel	1	10

Table VIII summarizes methods of motivation in ten English reference books reviewed in this study. Similar to Table VII, Table VIII, because Language in General Education[1/] includes no motivation devices, actually shows devices reported in nine books. Yet, the percentages in Column 3 were calculated on basis of the ten books reviewed.

Nineteen motivation devices are summarized in Table VIII. Of that number, "relating activities to pupils interests" and "creating a purposeful situation for writing" appear more frequently than any other device. Both are reported in five books. Second to these is "correlating writing with other school subjects." It is reported in four books. "Relating activities to pupils' experience" and "encouraging pupils to write for publication" are reported in three books. Two devices are reported in two books, and the remaining twelve devices are mentioned in only one book.

1/ See page 83.

Table VIII. Methods of Motivation Reported in Ten English Reference Books Showing the Number and Per Cent of Books Reporting Each Device

Methods of Motivation	No. of Books Reporting Device	Per Cent of Books Reporting Device
(1)	(2)	(3)
Relating activies to pupils' interest	5	50
Creating a purposeful situation for writing	5	50
Correlating writing with other school subjects	4	40
Encouraging pupils to write for publication	3	30
Relating activities to pupils' experience	3	30
Encouraging pupils to adopt objectives.	2	20
Correlating activities with other phases of English	2	20
Evaluating themes	1	10
Relating writing to needs of pupils	1	10
Using question method to create interest	1	10
Encouraging pupils to imitate good models	1	10
Conducting socialized recitations	1	10
Encouraging pupils to compete with others	1	10
Frequently informing pupils of progress	1	10
Rewarding and recognizing good writing.	1	10

Table VIII. (continued)

Methods of Motivation	No. of Books Reporting Device	Per Cent of Books Reporting Device
(1)	(2)	(3)
Providing writing drill under guidance	1	10
Using personal quality of teacher..	1	10
Using unit and project methods.....	1	10
Permitting pupils to plan their own writing activities	1	10

Table IX summarizes composition topics reported in five English senior-high-school textbooks. Three of these texts represent series which contain four books each. These series of volumes are considered as single books because many topics were duplicated for the different grades for which the books were designed, and because this paper reveals that there is much overlapping of composition topics suggested or advocated for each grade at the senior-high-school level.

Eighteen composition topics are shown in Table IX. Of this number the "business letter" and the "social letter" are mentioned more frequently than any other topic. They are reported in each of the five books. The "class exercise", "outline", "project in journalism", and the "paragraph" are reported in four books. The "report" is mentioned in two

books. Seven composition topics are reported in two books, and four are reported in one book.

Table IX. Composition Topics Reported in Five English Senior-High-School Textbooks Showing the Number and Per Cent of Books Reporting Each Topic

Composition Topics	No. of Books Reporting Topic	Per Cent of Books Reporting Topic
(1)	(2)	(3)
Business letters	5	100
Social letters	5	100
Class exercises	4	80
Outlines	4	80
Projects in journalism	4	80
Creative writing	4	80
Paragraph	4	80
Reports	3	60
Bibliography	2	40
Diary	2	40
Essays	2	40
Precis	2	40
Note-taking	2	40
Explanations	2	40
Themes	2	40
Dictation	1	20
Autobiography	1	20
Biography	1	20
Phrasing	1	20

Table X shows methods of motivation reported in five English senior-high-school textbooks. Three of these books are series - the same as referred to in the explanation of Table IX. As in that case, each series is considered in Table X as a single book.

Eighteen devices of motivation were reported in the five textbooks annotated in this paper. Four of these books report these methods: (1)"relating activities to pupils' interests", (2) "using visual aids", and (3) "using pupil-written compositions as models". Next to these three devices, those mentioned most frequently were: (1) "correlating writing with other phases of English, (2) "encouraging pupils to write for publication", and (3) "relating the work to pupils' needs". One device was reported in two books. The remaining six were reported once each.

Table X. Methods of Motivation Reported in Five English Senior-High-School Textbooks Showing the Number and Per Cent of Books Reporting Each Device

Methods of Motivation	No. of Books Reporting Device	Per Cent of Books Reporting Device
(1)	(2)	(3)
Relating activities to pupils' interests	4	80
Using visual aids	4	80
Encouraging pupils to imitate good models	4	80
Relating work to pupils' needs	3	60
Encouraging pupils to write for publication	3	60
Correlating writing with other phases of English	2	40
Relating activities to pupils' ability	2	40
Correlating work with current events	1	20
Presenting the type of exercises that will enable pupils to succeed	1	20
Creating a purposeful situation for writing	1	20
Encouraging pupils to choose own topics	1	20
Providing group writing exercises	1	20
Relating activities to pupils' experience	3	60

Table XI shows the composition topics curricula reviewed in this study, suggested at the senior-high-school level. From these curricula, twenty-five topics were taken. As the table shows, four of these - the "business letter", "social letter", "creative writing", and the "paragraph" are reported in all four curricula. Of the remaining twenty-one topics, the "report" and "theme" are reported in three curricula. Eight topics are reported in two curricula, while the remaining eleven topic s are mentioned in one curriculum.

Table XI. Composition Topics Reported in Four Curricula Showing the Number and Per Cent of Curricula Reporting Each Topic

Composition Topics	No. of Curricula Reporting Topic	Per Cent of Curricula Reporting Topic
(1)	(2)	(3)
Business letter	4	100
Social letter	4	100
Creative writing	4	100
Paragraph	4	100
Report	3	75
Theme	3	75
Dictation	2	50
Paraphrase	2	50
Outline	2	50
Project in journalism	2	50
Precis	2	50
Class exercise	2	50
Explanations	2	50
Autobiography	2	50
Advertisement for books	1	25
Announcements	1	25
Filling in Forms	1	25
Letters-addressing them.....	1	25
Opinions	1	25
Argumentation	1	25
Humor	1	25
Biography	1	25
Speech	1	25
Vocabulary building	1	25
Diary	1	25

Table XII shows the methods of motivation suggested in the four curricula reviewed in this study. These curricula suggested that pupils might be stimulated to writing by a variety of methods, thirteen of which were easily recognizable. Of this number, "correlating writing with other school subjects" and "relating activities to pupils' needs" were suggested by all four curricula. "Using audio-visual aids", "encouraging pupils to write for publication", and "relating activities to pupils' experience" were reported in three curricula.

Three activities were reported by three curricula, and the remaining five were reported by one.

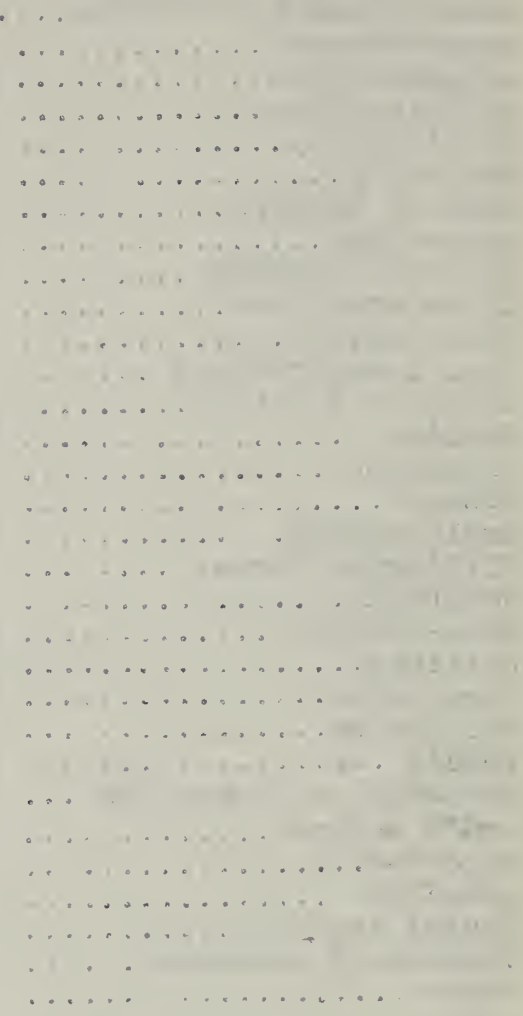
Table XII. Methods of Motivation Reported in Four Curricula Showing the Number and Per Cent of Curricula Reporting Each Device

Methods of Motivation	No. of Curricula Reporting Device	Per Cent of Curricula Reporting Device
(1)	(2)	(3)
Correlating writing with other school subjects	4	100
Relating activities to pupils' needs.....	4	100
Using audio-visual aids	3	75
Encouraging pupils to write for publication.....	3	75
Relating activities to pupils' experience	3	75
Correlating writing with other phases of English	2	50
Permitting pupils to correct their own themes	2	50
Using diagnostic tests	2	50
Using interest inventory	1	25
Conducting socialized recitations.	1	25
Creative a purpose situation for writing	1	25
Relating activities to pupils' interest	1	25
Encouraging pupils to choose own topics	1	25

Table XIII. Composition Topics Showing the Number of Theses, Articles, Books, and Curricula in Which Topics Appear

Composition Topics	Literature Reporting Topics						
	Theses	Gen. Art.	Spec. Art.	Ref. Bks.	Text-books	Curric.	Total
1	2	3	4	5	6	7	8
Advertisement for books						1	
Announcements						1	
Argumentation	1					1	
Autobiography	1		1		1	2	5
Bibliography					2		
Biography					1	1	
Book by seniors				1			1
Book-chats	1						1
Business letters	2	1	7	6	5	4	25
Class exercises		2	1		4	2	9
Class novel				1			1
Club constitutions			1				1
Creative writing	2	1	6	9	4	4	24
Diaries	1				2	1	4
Dictation					1	2	3
Essays			2		2		
Explanations	1			1	2	2	
Filling in Forms						1	
Notebooks		1					1
Note-taking	1	1	1		2		5
Outlines	2	1	2	2	4	2	13
Paragraphs	1		2	2	4	4	13
Paraphrase					1	2	3
Precis	1			1	2	2	6
Projects in journalism	2		3	4	4	2	15
Radio script		1					1
Reports	2		3	3	3	3	14
Speeches						1	1
Social letters	2	1	3	6	5	4	23
Vocabulary building						1	1
Humor						1	1

Table XIII shows the number of times each composition topic was reported in each type of literature reviewed in this paper. Listed in the table are thirty-one topics. Of this number the "business letter" was reported more frequently than any other, being mentioned twenty-five times. Second to it comes the "creative writing", which was reported



twenty-four times. Third in the order of number of times reported is the "social letter". It was mentioned twenty- three times. "Projects in journalism", "reports", "outlines", and "paragraphs" were reported fifteen, fourteen, and thirteen times respectively. (The last two were mentioned an equal number of times - thirteen.) The other topics were reported less than ten times.

Basis in drawing up master list of topics.-- According to the type of literature reviewed in this paper, there was a possible chance for each topic shown in Table XIII to have been reported forty-four times. For this paper, it was assumed that for a topic to be fairly representative of what was being taught in and suggested for composition classes, it should appear at least four times out of the possible forty-four. On this basis, then, the following list was drawn up. Topics follow in order of frequency of mention.

Master list of composition topics for senior-high-school-pupils.--

1. Business letters
2. Creative writing
3. Social letters
4. Projects in journalism
5. Reports
6.5 Outlines
6.5 Paragraphs
8 Class exercises
9 Precis
10 Autobiographies
11. Note-taking
12. Diaries

Table XIV. Methods of Motivation Showing the Number of Theses, Articles, Books, and Curricula in Which Methods Occur

Methods of Motivation	Literature Reporting Methods						
	Theses	Gen. Art.	Spec. Art.	Ref. Bks.	Txt. Bks.	Cur.	Total
1	2	3	4	5	6	7	8
Conducting socialized recitations	1	2	1	1		1	6
Correlating writing with other phases of English	1		1	2	3	2	9
Correlating writing with other school subjects..	1		1	4		4	10
Correlating writing with community resources ...			1				1
Correlating writing with current events					1		1
Creating a purposeful situation for writing..		1	2	5	1	1	10
Encouraging pupils to adopt objectives				2			2
Encouraging pupils to choose own topics.....					1	1	2
Encouraging pupils to compete with others....	1	1					
Encouraging pupils to imitate good models ...			1	1	4		6
Encouraging pupils to write for publication..	2	2	3	3	3	3	16
Encouraging pupils to write for better marks.			1				1
Making success in writing one requirement for position on school newspaper staff	1						1
Permitting pupils to correct own themes						2	2

Table XIV.(continued)

Methods of Motivation	Literature Reporting Methods						
	Theses	Gen. Art.	Spec. Art.	Ref. Bks.	Txt. Bks.	Cur.	Total
1	2	3	4	5	6	7	8
Providing writing drill under guidance.....				1			
Relating activities to pupils' ability.....			3		1		4
Relating activities to pupils' experience.....	4	4	5	3	3	3	22
Relating activities to pupils' interests.....	4	2	12	5	4	1	28
Relating activities to pupils' needs.....			2	1	3	4	10
Evaluating themes.....				1			
Frequently informing pupils of progress.....				1	1		
Testing.....	1					2	
Using charts to show progress.....	1						
Using the discussion method to arouse interest			2				
Using audio-visual aids...			2			3	5
Using the interest inventory.....						1	
Using the lecture method to arouse interest.....		1					
Using the pupil-teacher conference.....		1					
Using the question method to arouse interest				1			

Table XIV.(concluded)

Methods of Motivation	Literature Reporting Methods						
	Theses	Gen. Art.	Spec. Art.	Ref. Bks.	Txt. Bks.	Cur.	Total
1	2	3	4	5	6	7	8
Using the type of activities that will enable pupils to experience success.....				1			
Using personal qualities of teacher.....				1			
Using the unit and project method				1			
Using visual aids.....		2			4		6
Rewarding and recognizing good compositions.....		1	4				5
Using the psychological approach in organizing subject matter			1				1

Table XIV shows the number of motivation devices shown in the several types of literature studied in this paper. In the table are listed thirty-six devices. "Relating activities to pupils' interests", appearing more frequently than any other, was reported twenty-eight times. Second to it is "relating activities to pupils' experience", which was reported twenty-two times. And third is "encouraging pupils to write for publication", appearing sixteen times. Tied for fourth place in the number of times mentioned are (1) "creating a purposeful situation for writing", (2) "correlating writing

with other school subjects", and (3) "relating activities to pupils' needs." Each of these appeared ten times. The remaining thirty devices were reported less than ten times.

Basis for drawing up a master list of motivation devices.-- The total number of all types of literature reviewed in this paper is forty-four, listed as follows: (1) theses, five; (2) general articles, five; (3) specific articles, fifteen; (4) general English reference books, ten; (5) English textbooks, five; and (6) curricula, four. Thus, had any device been reported its maximum number of times, it would have appeared forty-four times. None come close to this maximum score. Yet, the nature of this study made it imperative that some reported number of times be selected as fairly representative of the extent to which a device was being taught in or advocated for the senior-high-school English class. Four reported times for each device were tus arbitrarily chosen. One advantage is connected with this selecti on: it provides that each device will appear a minimum of one time in eleven, an even divisor of forty-four.

Thus, motivating devices appearing in the master list are reported in the literature at least four times. That is, all appear a minimum of four times at least excepting "teaching methods". This device is listed as a combination of several teaching methods, exception socialized recitation, shown in Table XIV.

The devices appear in the master list in the order of most frequency of occurrence in the literature.

Master List of Methods of Motivation for Senior-High-School Pupils

1. Relating activities to pupils' interest
2. Relating activities to pupils' experience
3. Encouraging pupils to write for publication
4.5 Relating activities to pupils' needs
4.5 Correlating writing with other school subjects
4.5 Creating a purposeful situation for writing
7. Correlating writing with other phases of English
8.5 Conducting socialized recitation
8.5 Encouraging pupils to imitate good models
8.5 Using visual aids
11.5 Using audio-visual aids
11.5 Rewarding and recognizing good compositions
13. Relating activities to pupils' ability
14. Using teaching methods

CHAPTER V

SUMMARY AND CONCLUSIONS

Restatement of the problem.-- This paper attempted to achieve this threefold purpose: (1) to determine what topics of written composition are included in and suggested for English classes in senior high school; (2) to determine the methods and devices of motivation that are advocated for and used in senior-high-school writing classes; and (3) to draw up a master list of topics on motivation English teachers may use to stimulate senior-high-school pupils to write.

Procedure.-- This study reviewed several types of educational literature in the order named: (1) five theses; (2) five general articles; (3) fifteen specific articles; (4) ten general English reference books; (5) five senior-high-school English textbooks, including three textbooks that were series; and (6) four curricula. At the end of each review a summary was made of composition topics and methods of motivation.

In summarizing composition topics and methods of motivation for each type of literature, twelve tables were drawn up in Chapter IV. Tables I, III, V, VII, IX, and XI summarized composition topics, while Tables II, IV, VI, VIII, X, and XII summarized methods of motivation.

To summarize all the composition topics found in this study, Table XIII was made. It was assumed that each topic should have been reported a minimum of four times to appear in

the master list of composition topics that followed Table XIII. On this basis, twelve composition topics were listed.

To summarize all methods of motivation revealed in this study, Table XIV was made. All devices in Table XIV showing they had been reported four or more times were recorded in the master list following the table. This was an arbitrary selection, but it was felt that if a device was reported four times it was fairly representative of methods that are being used to stimulate senior-high-school pupils to write.

Conclusions.-- From this study two conclusions are made:

1. Twelve composition topics are being taught in and advocated for senior-high-school writing classes. These topics include:

a. Business letters
b. Creative writing
c. Social letters
d. Projects in journalism
e. Reports
f. Outlines
g. Paragraphs
h. Class exercises
i. Precis
j. Autobiographies
k. Note-taking
l. Diaries

2. Fourteen methods of motivation are being frequently mentioned in the literature as valuable to the senior-high-school English teacher in stimulating her class to write. According to the literature the teacher may appeal to her composition class in these ways:

a. She may relate writing activities to pupils' interests.

b. She may relate writing activities to pupils' experience.

c. She may encourage pupils to write for publication.

d. She may relate writing activities to pupils' needs.

e. She may correlate writing with other school subjects.

f. She may create a purposeful situation for writing.

g. She may correlate writing with other phases of English.

h. She may conduct socialized recitations.

i. She may encourage pupils to imitate good models, especially the work of high-school pupils.

j. She may use visual aids.

k. She may use audio-visual aids.

l. She may reward and recognize good compositions.

m. She may relate activities to pupils' ability.

n. She may use several teaching methods including the lecture, the discussion, the project, and the unit plan.

Purported value of study.-- First, this study presents twelve compositional activities that English teachers may adopt to the writing program in the senior high school. They may correlate them with methods already tried, and may correlate them with other phases of English and other school subjects. These twelve activities represent a variety of experiences. As such, their use may add interest to that phase

of English that has because of its dullness been called the "dismal art". Too, these activities may well be adopted to the laboratory method of teaching English.

In spite of the commendation given the twelve compositional activities presented in this paper, it is necessary to warn that to choose them for classroom use does not end the problems of teaching composition. Teachers using them must still see that the pupil develops his ability to organize the material of his observation or research, and that he develops the skill of expressing himself in a correct and effective style. Such a task is not easy, and to think that these topics simplify it may be misleading. This opinion has been supported by Cook,[1] who writes:

> There is nothing really simple about writing a friendly letter or telling an anecdote interestingly, except as all standards of good and bad performance is relinquished. The moment that we inquire into what makes one letter more friendly than another or what kind of power goes into an interesting style - in other words, the moment that we tackle in earnest the very problem we have set up - we find that such activities, although easy to name, are more difficult than we have let them appear. They should be difficult, else why include them in a teaching program? To do either one well should entail not only the obvious final physical effort that goes into a public performance of any kind, but the painstaking, preliminary effort of learning to do the task well. Such preparation cannot be crowded into a few paragraphs, a few concise directions, or a few scattered hours.

1/ Cook, L. B., "Are We Accomplishing Our Aims in the Composition Curricula?" The English Journal, 28:631.

Recognizing the difficulties of which Cook writes, this paper recommends its twelve writing activities as a start in helping teachers meet the problem of the composition class. It is the thinking behind this paper that these topics must be used with other activities, with well formulated methods of procedure, and with the personal quality of the teacher in helping the pupil meet his present and future writing needs in his personal, social, and business life.

Second, this study presents fourteen methods of motivation that teachers may adopt to stimulate senior-high-school pupils to write. Probably, it is better that teachers adapt rather than adopt these methods for the reason expressed by Clarke and Eaton in introducing the teaching methods in Modern Techniques for Improving Secondary School English. They write:[1]

> It will be well to remember that almost no device- whether found here or elsewhere- can be taken over lock, stock and barrel. The best device, at secondhand, is but a suggestion which you will modify to suit your own personality and your own way of teaching, and to fit the particular boys and girls whom you teach.

Although Clarke and Eaton write concerning teaching methods as a whole, what they said is valid for this paper which recommends fourteen devices of motivation for senior-high-school English teachers. If teachers will follow Clarke and

1/ Clarke, H. A., and Eaton, E. P., Modern Techniques for Improving Secondary School English, p. VI.

Eaton's suggestion, it may be that they can use these devices in stimulating pupils to work toward goals of written communication that are educationally and socially desirable and acceptable. If they do this, such a study is justified.

Limitations of study.--

1. Methods of motivation had to be chosen subjectively. It is true that Billett's[1] list of ten general tendencies toward behavior were used as basis of selection, but these tendencies were no indication of what methods should have been selected or rejected. It is quite possible that another using the materials of this paper would have discovered a different list of methods of motivation.

2. Although several types of literature were reviewed in this study, no type was reviewed extensively enough to conclude that a representative sampling of topics of composition and methods of motivation were discovered. The paper attempted to solve this problem somewhat through a review of several areas of educational literature. However, it must be said that a more extensive review on any type of literature considered in this paper might result in a better and different list of composition topics and methods of motivation.

1/ Billett, R. O., op. cit., p. 79.

Recommendation for further study.--

1. It seems that a comparison between general English textbooks and textbooks of composition would prove valuable.

2. A study of motivation devices in all phases of English might prove valuable.

3. A comparison of pupils' responsiveness to creative writing with their responsiveness to non-creative writing might be valuable.

4. An experiment to determine the value of motivation in English composition classes might be worthwhile. To be sure, many methods of motivation are advocated in the literature; but they tell little of how valuable these methods are, nor do they tell to what extent other factors contribute to acclaimed results.

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